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The urban university campus is studied through a comprehensive view of student patterns. Following an analysis of the life patterns of the commuting student with regard to schedule, environment, and adequacy of educational facilities, recommendations are presented for a number of campus facilities to house activities considered beneficial to the students. Consideration is given to a set of relationships which facilitate flow and arrival, service and encounter for commuting students. Also presented is a series of assumptions illustrating the implications on total campus space requirements. Diagrammatic illustrations supplement the discussions. (FS)

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The Commuting Student

A Study of Facilities at Wayne State University

The final report of the Commuter Centers Project

by: Richard F. Ward
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Introduction

During the early 1960's many professors and administrators at Wayne State University along with their counterparts throughout the United States became deeply concerned with the possible dire consequences of the nation's rapidly accelerating appetite for higher education. If universities are to retain intellectual validity and relevance during this era of huge enrollment growth it will be necessary to do more than merely hire additional instructors and buy more library books. Every aspect of university organization needs to be re-examined in the light of its present and presumed future role in the society. For universities located in large cities the problems of defining their role are especially difficult and complex, but one conspicuous problem is this. Our colleges and universities have a structure which appears to be based in every way upon the full-time resident student, yet today fewer than one-half of college students are resident; at Wayne only a few hundred of about 35,000 live within walking distance of the campus.

It has always been clear that Wayne State University would provide housing for only a small minority of its students. It has not been clear what the University should provide for the on-campus, non-class activities of the vast majority of students who commute to the campus. Some parking, eating and extra-curricular activities facilities are provided and no one doubts there should be more—but how much more? What else should be provided; more study carrels, greater access to libraries, laboratories or other learning resources? Are there ways of arranging these and other facilities that would make the campus a more coherent learning community? An effort to bring a human dimension to the campus, to give a sense of identity to each individual, to encourage self-study, and to develop a sense of community seems especially necessary for students who spend only a portion of their time in a campus environment.

In the summer of 1967 Dr. James McCormick, Vice President for Student Affairs, obtained a grant from the Educational Facilities Laboratories, Inc. The grant was made to support the investigation of a facility, or perhaps a group of them, which would provide for the commuting student an environment in which he would receive a total education comparable to that of the resident student and commensurate with the great responsibilities which the educated will bear during the last third of the twentieth century.

History professor Franklin Wallin (now Dean of the Faculty at Colgate University) was chosen to be project director. The remainder of the committee: three professors selected for their experience in relevant areas at both urban universities and resident institutions and their knowledge of student government and politics; and nine student members, who represented a wide range of academic and social backgrounds. Many of the students had previously attended at least one other college or university.

The committee held regular weekly meetings during the 1967-68 academic year. Special meetings were convened as business required. From the beginning, the meetings were very informal, attendance was good, and the discussions enthusiastic. No idea or proposal failed to receive a critical audience and no idea was ever completely discarded.

One of the most significant aspects of our experience was the development of our thought during our study. Perhaps most important was that we gave low priority to pursuing a single architectural or organizational Utopia such as The Commuter Center or The Commuter College; instead we favored an approach which describes and recommends the widest possible spectrum of facilities and improvements. We began our thinking, and we later discovered that many other people began and ended theirs, with ideas for a special commuter student union or a particular facility for commuting students. It seemed we needed to invent the counterpart of a dormitory or perhaps modify a student union to meet the needs of commuters. However, as the committee met and our work progressed we increasingly developed a sense of the tremendous variety of needs and the awareness that these must be met in many different places and in many different ways. Our thinking evolved over the year toward a pluralistic solution which envisioned many different kinds of facilities which

should be programmed in relation to existing buildings and future construction; which could be combined to support existing programs and developing programs. We no longer think of a Commuter Center; we think of a plurality of facilities with tremendous variety. The implementation costs for these projects can range from a few hundred dollars to several million.

Another precept is that our proposals should be guided by the needs and characteristics of the human beings who make up collegiate society: principally undergraduates, but also graduate and professional students, and the faculty. This is in sharp contrast to the presumed needs or requirements of the individual disciplines, the academic tradition or other such abstractions: society is made up of people. It is worth observing that the work of this committee went on during a year in which American cities and American universities experienced unprecendented turmoil and foment which underlines alarmingly the need to emphasize the human aspect of education.

The literature dealing with the sociology of commuting students is very small, so we were forced to devise methods of obtaining information about this subculture. Wayne's existing study, lounge and eating facilities were tabulated and described. Then for several weeks we made daily observations of the intensity and character of the use students made of them. At the same time brief interviews were made of the users. This study, more than any other, convinced the entire committee of the need for an intense study of the commuting students' culture for planning facilities to enhance his education: the urban university or college bears little resemblance to the cloistered college.

Another major part of our study was the selection, and extensive interview, of a fairly large sample of undergraduates in order to determine as much as possible about their patterns of activity, social and academic behavior. This was designed to get information on time utilization, study and travel schedules, extracurricular activity and friendship patterns as they relate to the students' education and the university.

An experimental program conceived early in our work was the "block schedule" scheme. We attempted to give a group of about fifty freshmen identical or nearly identical class schedules and provide them with a lounge area for their use. We then proposed to compare their social patterns and academic performance with a control group. We were, however, able to obtain only about a dozen students able and willing to participate. Most students contacted were either uninterested or unable to participate because of conflicts with work or car-pool schedules.

Early in the committee's term we selected the firm of Glen Paulsen Associates to act as our architectural consultant. Theodore Kurz represented the consultants at all committee meetings and other functions and has contributed substantially to every aspect of this report.

Although most of the proposals presented here originated in this committee, we did obtain many ideas, considerable inspiration and encouragement from Evan Walker, the well-known collegiate architect and planner of Toronto, Ontario. The officers of both York University, Toronto, and Scarborough College of the University of Toronto were most gracious and helpful. They discussed with us organizational and architectural innovations aimed at improving undergraduate education in North America.

Alan Lopez and Barbara Cooper, Wayne alumni who are now graduate students at the University of California (Berkeley), and students at San Francisco State provided extremely helpful insights into the influence of facilities on student attitudes and culture. Jean-Paul Bergman and other student leaders, and Prof. Charles Crawford of Simon Fraser University give freely of their time and hospitality to discuss the impact of the architecture on commuter students at British Columbia's stunningly beautiful new university.

We would like to acknowledge here the invaluable aid and assistance provided for this project by scores of students, professors and administrators of Wayne State University without whose help this report would be much poorer. President William Rea Keast was especially helpful: his contributions during several lengthy discussions helped bring our objectives into clearer focus.

The Commuter

"I just attend classes and return home, not really feeling like a college student."

"If a prediction had been made in 1900 that universities located in urban centers would by mid-century be enrolling . . . one half of the students in degree-granting institutions, such comments would have been labeled ridiculous. If further comment had been made that use by students of private automobiles would necessitate massive land acquisitions on every urban campus for parking areas, such observations would have been dismissed as equally preposterous. If, further, it had been suggested that universities in cities would be educating not only doctors, lawyers and ministers but also engineers, pharmacists, nurses, accountants, managers, architects and social workers, the charge would have been made that the university had deserted its true purpose. Yet all this happened".[1]. . and more.

In 1968 more than half of all university students in the nation live at home and commute to college. It appears that with the continued growth of urban areas and the extension of educational opportunities to include greater numbers of capable young people of all economic groups, the resident undergraduate student will soon be in a small minority. The urban university, however, is organized and equipped like its pastoral counterpart except for the absence of institutional housing. This apparently minor difference is in fact a major design shortcoming which has both a long range result of promoting student dissatisfaction and unrest.

Perhaps a brief historical sketch of American campuses and campus planning will shed light on our present circumstances. The so-called English College system grew out of a practice of communal lodging for reasons of safety, economy and companionship in the Middle Ages.[2] With the introduction of the master to the group these became "houses of scholars".

The determination of our early settlers to preserve the intellectual and cultural traditions of the Old World caused Harvard, our first college, to duplicate the Cambridge pattern of accommodations.

Thomas Jefferson's unique and brilliant concept for the University of Virginia epitomized campus physical accommodations for the education of the "whole man". His report to the Commissioners describes the plan as,

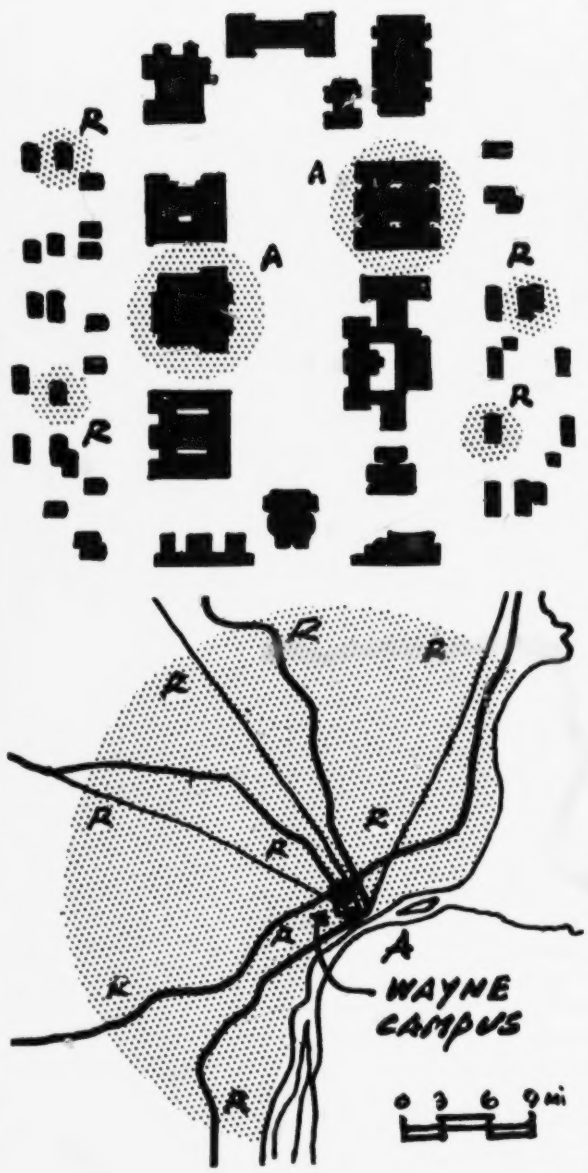
"Distinct houses or pavilions, arranged at proper distances on each side of a lawn of a proper breadth, and of indefinite extent, in one direction, at least; in each of which should be a lecturing room, with from two to four apartments, for the accommodation of a professor and his family; that these pavilions should be united by a range of dormitories, sufficient each for the accommodation of two students only, this provision being deemed advantageous to morals, to order, and to uninterrupted study; and that a passage of some kind, shall give a communication along the whole range . . . the number of these pavilions will depend on the number of professors, and that of the dormitories and hotels on the number of students to be lodged and dieted. The advantages of this plan are: greater security against fire and infection; tranquility and comfort to the professors and their families thus insulated; retirement to the students;"[3]

The interpersonal relationships of the student were easily identified and secured through a kind of academic campus family unit or module. The student's relation to his peers, to his professor, to his interests and surroundings, and to the total University was absolutely clear, manifested by the academic concepts and dramatized by the place itself.

The eventual divorce of a student's life from his studies probably has its roots in two significant events. The Morrill Act in 1862 opened the way for the large public university, and the Industrial Revolution, toward the end of the 19th Century, generated new curricula, requiring new buildings, and a new way of collegiate life. The first catalogue of the University of Illinois in 1868 gives a colorful glimpse of student life at that time:

"They accomplish, altogether, a large amount of valuable work, and were proud to point to the grounds fenced, planted with trees, and ornamented by their own labor . . . The labor is compensated in proportion to the ability and fidelity of each laborer, the maximum compensation being eight cents an hour."[4]

and records two years later describe the students' dilemma:



"The single building used for dormitories, recitation rooms, and cabinets is already crowded to overflowing. Students are occupying the basement rooms in the want of better, at some risk of health. Thirteen teachers are obliged to make the best shift they can with eight recitation rooms so limited in their capacity that some of the larger classes must recite in installments, and professors are compelled to teach the same lessons twice. The time is already arrived when a large extension of the University seems necessary."

Priority for new structures went to housing the teaching of specific disciplines. Money for a student building was not appropriated until 1903.

Many of the campuses emerging at this time were planned along classical lines which the Columbian Exposition of 1893 dramatized, generating to a large degree, the City Beautiful Movement. The campus thus became a "green" on which the various academic dukedoms such as Chemistry, English, and Biology took their places. This plan has persisted to the present. Practically every building on the campus is a monument to a particular discipline. As a consequence the organization of universities, their curriculum, and the loyalties of individual faculty members reflect the sanctity and relative autonomy of blocks of subject matter.

Students found social identity in dormitories or near-by boarding houses. The community character of the large university, at least, was impaired if not lost.

Campus plans have served well in expressing the institution as a symbol of state pride, but ignored the lessons of sequence, scale and harmony of the medieval village, for example, as an organism which evolved through the direct needs of the citizens.

These patterns of university growth character prompted Woodrow Wilson to caution in 1909, "The mind does not live by instruction. The real intellectual life of a body of undergraduates, if there be any, manifests itself not in the classroom, but in what they do and talk of and set before themselves as their favorite objects between classes and lectures . . .

If you wish to create a college, therefore, and are wise, you will seek to create a life . . . My plea, then, is this: That we reorganize our colleges on the lines of this simple conception, that a college is not only a body of studies but mode of association . . . It must become a community of scholars and pupils."[5]

The growth of the urban universities followed a similar pattern. Residences of course, were largely unnecessary so only departmental buildings, administration buildings and libraries were built.

The grassy mall which many urban schools had in their early days rarely survived. It became far less expensive to expand into the mall than to expand outward into the surrounding neighborhood. This, then is the physical plant in which urban higher education takes place: a concrete campus surrounded, as often as not, by residential neighborhood which is losing the fight against poverty, a place to do your business with dispatch and get back home as quickly as you can.

The life of the commuting student and that of typical collegiate resident differ in many ways. An understanding of the commuter's life and problems is, or at least should be, an essential prerequisite for designing and improving facilities in the urban universities.

The differences between the life of the commuting urban student and that of the resident collegian are profound and manifold. For purposes of discussion, however, we will discuss them under three rather arbitrary headings: schedule, environment and facilities.

In summary, the pattern is one of increasing separation of student and teacher—of the intermix of social and study life, and of campus and commercial support facilities which generate the action pattern normal to the daily needs of student life. A sense of community is lost.

The Divided Life I
Schedule

6 "I don't go to too many activities that require returning to the University in the evening."

and 7

At Wayne, where the percentage of resident students is negligible, the average time required to get a bachelor's degree is five years. Only about 20 percent get degrees in the traditional four years, and many require six or eight. This of course, results in a higher median age (20 years for full-time and 26 years for part-time) and a higher percentage of married students—twenty nine percent of all undergraduates—than at resident colleges.

It may seem to many students that the difference in graduation time is largely a result of the time spent commuting and looking for a parking space.

The most critical schedule crises for urban students involve their job obligations. More than half (55%) of the full-time and about eighty percent of the part-time undergraduates at Wayne hold down jobs during the school year. The employment rate for graduate and professional students is much higher.

The employed undergraduates estimate their number of working hours as follows:

Hours	%
1-9	10
10-19	19
20-29	22
30-39	8
40 or more	41

If these hours are added to the time spent commuting one is led to the appalling conclusion that the urban commuter spends more time commuting and working—six hours per day—on the average than a resident collegian spends preparing class assignments.

In many cases the jobs are merely time-consuming. In others they are physically or mentally demanding and draw heavily on resources which should be put to academic use. The late afternoon and evening student, particularly, complains that the best part of his day is given to his job so he comes to school at the ebb of vigor and alertness. On the other hand, many students work nights in order to take daytime classes. These night-shifters often attend school after only a few hours sleep and probably profit very little from their class time.

Interviews with students, and years of observation of student problems during registration indicate a characteristic of the commuter culture which has important implications for facilities planning: practically every urban commuter arranges his schedule so as to minimize his on-campus time. The reasons given for this are many and interrelated. Job and family obligations are most often cited; but the desire to drive home during non-rush hours, and the lack of study accommodations are also listed as factors. Students interviewed during registration often indicate willingness to sacrifice needed or required courses in order to keep a tight schedule. Even graduation may be delayed in order to get a convenient program. In addition to the unfortunate effects that this has on students' education, it works against efficient scheduling and use of classroom and other facilities.

To the resident, changes in class schedules, closing of full sections, and dropping of classes and labs which have very low registration is a nuisance and a temporary inconvenience. For the commuter it often means negotiating a different work schedule with his employer, arranging a different car pool or even quitting one job and finding another. It is common during registration to encounter victims of schedule changes trying to plug up holes in their schedules with any courses, however inappropriate, so long as they meet at the right hours.

A common experience for instructors of large lecture sections at Wayne is the withdrawal of students throughout the term because unexpected changes in their working hours or conditions preclude their continuing. Often these are students whose academic performance, until then had been excellent. Probably many unexplained unofficial withdrawals have the same cause. In addition, many absences from class result from temporary on-the-job problems.

Course-related field trips and on-campus events with or without immediate significance for their classes are, in mildest of terms, unpopular with commuting students and a source of considerable frustration and conflict for the faculty.

Attendance at cultural events happens rarely, if at all, for the great number of students (and staff members). If plays and concerts seem well-attended with audiences of one or two hundred this number must be viewed against the background of Wayne's total population of 35,000 students and staff members. Many students mention that the "wasted time" of staying on campus until an evening event, the cost of an additional meal or returning to the campus and paying for a parking space twice in one day discourage attendance at evening events.

The large introductory courses in Wayne's Geology Department, for example, have as a stated part of the course a one-day field trip to quarries in the southern Michigan and nearby Ohio. Attendance is considered mandatory for pedagogical reasons and every effort —not short of raw coercion—is used to encourage attendance. At best, it is possible to obtain eighty to ninety percent attendance. For some students the problems of loss of pay, possible loss of jobs, babysitters and transportation arrangements and expenses outweigh any possible academic values.

As a footnote to the field trip problem: no student, we are told, out of thousands has ever complained that the trip wasn't worth the time and effort and many are spontaneously and unexpectedly enthusiastic. Hardly a trip goes by but that a couple of students mention that this is their first trip outside of Michigan or even of the Detroit metropolitan area.

A comparable but more grave problem occurs in the College of Education. Students, as seniors, must complete two "contacts" as the practice teaching courses are called. A contact requires that the student spend about a half day, morning or afternoon, at the school. This is in addition, of course, to the commuting time. For younger students, whose job obligations are often taken fairly casually, this presents no great problem. A large number of aspiring teachers, however, are older married men and women for whom full-time jobs are an absolute necessity. The men usually take night classes, the women squeeze in a couple of daytime hours while the children are in school.

The contact, an absolute necessity for a teaching degree, brings a schedule crisis which defeats a few and brings great hardship to others: jobs must be quit or shifts changed, full-time baby sitters must be hired at considerable financial sacrifice. For many the solution is the "double contact"—a term spent practice teaching both morning and afternoon. A shorter more intense crisis is apparently easier to deal with than a long dilute one.

The commuting student, it appears, does not share with his campus counterpart the long idyllic days of meditation and concentration, broken only by a few hours in class. Instead it often consists of a frantic daily rush frustrated by slow buses and filled parking lots.

The Divided Life II
Environment

10 "My dad says that as long as I'm living under his roof I'll have to respect his views. It's mostly about race and war."

For the resident student the transition from high school to college includes that fundamental initiation to adulthood—leaving home. Whatever changes in responsibilities may accompany this move, its most important aspect is that he has gone from an environment where he has been a child and treated as one to a place in which he has been known only as a student. Depending upon the institution he may or may not be treated as an adult but he can never, in the new environment, be anyone's child. Anyone who has experienced this rapid transition knows that it has at least as profound an effect upon a student as the curricular rigor does.

The urban commuter enjoys no such clear break with childhood even though he may have far more adult responsibilities than the resident collegian. Several hours a day he is a student; several hours a worker and the remainder he is the son and brother he has always been. For some, this may be comforting at times but for every young person it is a situation fraught with both inner and manifest conflict.

The commuter is obliged to feel or feign concern for the social and emotional problems of his or her parents, brothers and sisters. Young siblings and no longer young parents often make demands of time and energy which devour much of the spiritual reserve of urban students.

It is easy to see why, as a recent study shows,[6] that a very large percentage of commuters would prefer to live on campus and that the percentage is greatest among students who have lived at home longest.

Besides the social and spiritual demands made by the family on the commuter the economic needs of his family often consitute a part of his burden. The same study shows that forty-four percent of Wayne students receive no financial support from their parents and although there is no information on the matter it is a safe assumption that a fair proportion of these make some financial contribution at home.

There are few residents students who do not receive some financial aid from home and probably none who contribute to the family coffers.

In return for assuming some of the social-spiritual obligations of family living and even of occasional financial contributions the urban commuting student might reasonably expect family sympathy and tolerance for his problems; early adulthood at a university is usually accompanied by a transition, rarely smooth, from the social, religious and political values of the family and neighborhood to new ones appropriate to young people impatient with a very imperfect world. However, sympathy or even tolerance for these views is rarely forthcoming at home. More often conflicting political and social attitudes are the single greatest producer of stress and unhappiness in the commuter's life. Eventually, students inform us, they learn to gain a semblance of peace by leaving their politics "at the front door." But surely this does not make an atmosphere which nurtures academic excellence.

In a more prosaic but critically important area,study needs, lack of family understanding also undermines the commuters academic efforts. Even under the best circumstances crowded urban flats and small, cheaply built suburban houses are pretty noisy. But radio and television and interruptions by parents and siblings can defeat the most determined efforts to read and study. Practically every student interviewed indicated some degree of concern about the study facilities at home.

Another aspect of the divided environment which has marked influence upon the effectiveness of the education which the commuter receives involves the kinds of friends and social relationships he makes. The resident student has, almost without exception, all of his friends and social groups on the campus. If this peer group includes people whom he knew in high school, their presence at the college is the necessary factor. Whatever the foci of these groups their existence and location is college-oriented and participation in them reinforces the academic experience. The opinion among professors and deans that more education takes place in this social context than in the classroom is too wide-spread to be dismissed. This is not to say that lectures and labs are superflous but rather that their effectiveness is greatly influenced by the informal exchange that takes place outside.

"I guess it is the indifferent attitude everyone takes about everyone and everything else. I expected a tighter-knit organization."

The urban commuter is not entirely deprived of this aspect of education but interviews and questionnaire results indicate that much of his socializing is with individuals and groups associated with neighborhood, high school, or church. If this occurred in addition to a sufficient campus peer group it might be considered as evidence of a broader, more enriching social experience. On the contrary, however, evidence exists[7] that the commuter has, and feels a social deprivation. Commuters have fewer friends and acquaintances on campus, have fewer dates and spend much less time studying in groups ("study dates" or "sems") than resident collegians.

If the lack of intellectual exchange with fellow students produces a deprived educational atmosphere, then the lack of opportunity to talk informally with faculty members is a further deprivation. The poverty of informal facilities, the students' working and commuting schedules and the dispersal of professors throughout a large city all combine to produce a tradition of segregation which tends to impoverish both student and faculty.

Little informal intellectual exchange takes place in classrooms with lecture sections of two to four hundred the rule rather than the exception. For beginning courses in many departments classes of fifty or sixty students are considered unusually small and intimate. Many students never experience classes smaller than this in their undergraduate career and others attend smaller classes only as upperclassmen.

In the two departments where "undergraduate lounges" were established by us as an experiment, we have seen that even a small environmental change produces an improvement in the students' feeling of belonging. Questionnaires answered by students in departments with lounges show that they have more on-campus acquaintances and friends, and that they have had more opportunity to discuss educational problems and career plans with faculty members than students from the control departments without lounges. It may be of interest to note that in the smaller department studied (about fifty majors) the lounge which was nothing more than an old, large office with a few cast-off chairs and tables, the room was used chiefly for socializing and conversation. In the larger department—several hundred majors—has been used principally as a quiet place to read and study.

It would be easy to say that real interpersonal intellectual contact can be reestablished by decreasing the number of students and returning to small classes. It is also easy to demand the reorganization of big universities into groups of small colleges. It is easier still, however, to perceive that these things cannot be done.

We will not, nor do we want to persuade qualified young Americans to stay out of colleges; the demand for qualified faculty members far exceeds the supply and even sharply increased funds cannot produce enough competent people in the forseeable future. We will have to learn to exist within the framework of large urban multiversities with unfavorable teacher to student ratios. We must now and in the future increase their academic effectiveness with measures and improvements which have heretofore received little or no attention.

"My parents, brothers and sisters do not realize that I have to do a great deal of studying while at college."

"I want to feel like a student, not just a commuter going to work."

The Divided Life III
The Facilities Failure

14 "I need to talk to someone about what's going down in this country, but no one has the time or the place to talk."

a
2
15

The residential college has evolved facilities to insure the most effective possible educational environment for its students. A similar effort for urban institutions in overdue. We cannot relocate, rebuild, or restructure to any great degree, but neither can we properly serve society without providing amenitites which are designed to solve some of the problems peculiar to commuters. The notion that the commuter requires little more than a classroom and a locker shared with a few friends has to be reexamined.

Study

Places to study, free from disruptions and distractions, and with adequate lighting, are badly needed and must be provided in convenient locations. This will compensate for the present inadequacy—not absence—of such spaces both at home and on the campus. Study areas should be widely dispersed throughout the University in order to encourage their use for the hour between classes as well as for longer periods. At the peak hours, existing facilities are very heavily used. During these hours students who are unable to find a spot in their favorite place use stairways and windowsills to read and write. Ones who are more easily discouraged just vegetate for an hour. There are always a few vacant seats in some other lounge or in the library but the person with fifty minutes between classes can hardly afford the time to look. Except in the coldest weather late afternoon students can be seen studying in parked cars on every street.

Eating and Socializing

Sorely needed, too, are a variety of facilities to promote and nurture the social-intellectual atmosphere and exchange which distinguishes the university from the assembly line. Eating and lounge facilities are fundamental to the formation of a community, because where they are lacking, aquaintances, friendships and bull sessions are not formed and the intellectual seeds planted by lectures and research have nowhere to grow. The urban student with his demanding schedule and isolation must have such facilities so placed that using them becomes a natural and inevitable part of his university life. Places to stop, make friends and talk must be so inescapably located in the class-to-class and class-to-car paths that these friends and this talk become a source of knowledge and ideas on a par with classroom experience. Then, perhaps, he will develop the sense of community and group responsibility which seems to be lacking in urban institutions. If the feeling of alienation which has given rise to so much recent student unrest is to be counteracted, it must be done by enrichment of the community in which he spends these vital years.

Places to eat and places to socialize cannot be considered separately. Even though some lounge areas may not be suitable for eating at least some eating takes place everywhere. Eating by commuting students takes place in four major circumstances. Institutional dining rooms and cafeterias, private restaurants, sandwich counter-vending machine locations and any place a home-packed lunch can be eaten. Most of these areas are also places of social activity. The more casual ones—the vending machine locations—are aesthetically inadequate or downright depressing.

Our experience with improving the present situation, a step toward providing an adequate eating and lounge space in every classroom building, points out some of the problems: the basement of Old Main, a heavily used classroom building, used to have thirty-five wooden park benches which, when fully occupied, seated 105 people for eating and studying. A few widely spaced trash containers and harsh lighting provided by late-nineteenth century fixtures completed the furnishings. Vending machines sell sandwiches, fruit and drinks at all hours; from 10 AM until 1 PM the University Food Service sells sandwiches and snacks. From about 10 AM until 2 PM the area had 100% occupancy. A few students overflowed into nearby stairwells. At other hours the occupancy ranged from ten to fifty percent; usually solitary readers or participants in short conversations. It was an ugly facility, poorly lighted and impossible to keep clean. It was, furthermore, inefficient: few people used it who could go elsewhere. For a relatively small expenditure the university removed the benches and installed good lighting, handsome, well-designed chairs and tables and many convenient trash containers. These, along with a coat of paint, effected a wonderful transformation. Since the remodeling the efficiency of use has increased markedly. People

converse, study and play cards from early morning to well into the evening. The amount of litter is negligible. However, the present capacity is sixty-four—four at sixteen tables; a decrease of nearly forty percent. During the eating hours the nearby stairwells are now so crowded with people eating and reading as to be dangerous. Clearly additional facilities must be provided, if we are to keep from losing ground. Some classroom buildings have no lounge facilities at all and lack even a coffee machine.

Several commercial restaurants serve the campus area but the need for more and greater variety is a widely felt need. Many students have expressed an interest in a stand-up type eating place where "hot dogs and coffee on the run" are available.

Shops and Studios

The diversity of specialties and interests which a modern university nurtures produces a problem for those commuting students with vocational or avocational interests in the arts, crafts, music and drama. Practice and rehearsal rooms and shop equipment are so heavily used during most of the day that the individual student or group can rarely find accommodation. Without exception every art student we interviewed, and many others not formally connected with the arts, asked that some facilities be made available for non-curricular work.

The student at a resident college, living on campus all of the time, can find studio space weekends or evenings, but commuters must, we feel, have these facilities provided at times when they are at school. It seems both inefficient and unwise to develop creative faculties in people and then allow no proper means for expressing them.

Overnight

A wholly different area of need expressed by students is generally unmet: many students have expressed to us the idea that casual social and intellectual encounters are stifled by the car-pool schedule, the last bus or the need to arrive home at a respectable hour. They suggest that if some sort of by-the-night dormitory facility were available to them they could occasionally continue talking, studying or working in the laboratory while their enthusiasm is high. This would give their campus life a kind of open-endedness which is now lacking.

Communication

Part of the high cost that a university pays for bigness—twenty, thirty, even forty thousand students and staff members, in an ill-defined enclave within a huge metropolitan area—is anonimity and lack of communication. We are seriously concerned with the inability of students, who meet casually in a class or a lab, to contact each other on the campus. At resident institutions it is usually easy to find out which dorm or sorority house an acquaintance lives in and make contact there. At a huge place like Wayne, however, reaching someone about whom you have only a little information is nearly impossible; the students' feeling of isolation is not an imaginary illness.

Some system, students suggest, of mailboxes or of letter slots in a carrel-locker-mailbox facility would do much to improve person-to-person communications at the university. These could be keyed to both name and I.D. number, and some system could be arranged to discourage advertising circulars and third-class mail.

A small but significant area in which communications could be improved is

bulletin boards. Several of these are presently used by students to advertise goods, services and miscellania of all sorts. Unfortunately, few of them are regularly serviced. Consequently, ads and notices stay up for months or even years and a viewer can't distinguish between the modern and the ancient. For very litttle expense these boards could be serviced; date stamped and culled weekly. Even small improvements promote good will.

Commercial

In comparing Wayne to many resident institutions, and in talking to our highly diverse students, we have become aware that our commercial support facilities—stores, shops and services—while good, are not as varied or abundant as a community of this size requires. The present sharp division of the students' life between school and home is reinforced by the scarcity of places on or near the campus to shop, get needed services or casual meals and snacks. At the same time members of adjacent communities have little reason to enter the campus because of its nearly monolithic character as a student-factory. More shops and businesses might be encouraged to locate on and near the campus. This would, for the student, make the campus a more real place to live part of his day; to bring in some action. For our neighbors, it would provide a reason to drop by regularly to shop or browse. The campus would become something other than an alien monolith in their neighborhood.

The kinds of businesses students have suggested are many: more varied food facilities, automotive repair centers and day-nursery care for children while mothers attend classes. Clothing and food stores have been mentioned.

The list could be made much longer but the important point is that this large, relatively affluent, group of consumers constitutes an underdeveloped market—to their own detriment.

Implications for the Campus Plan

18
and
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A campus is a city. It is a city with a highly transient, generally stratified population. It is a city with many people in the streets moving from appointment to appointment and waiting between appointments. In this regard it is like a European or South American city where public standards—places and movement—are on a par with private standards—buildings.

Buildings do not make a city; human activity makes a city—and the encounter with and participation in this activity makes a city exciting. An exciting city holds and stimulates its people, thus generating a sense of community.

The significance of this report is that it concentrates primarily on the reality and requirements of this activity of people, not on physical objects or programs.

Accordingly, it is important to note that the thought sequence of this study began with a focus on a specific building for commuter students, shifted to a pluralistic attitude—a list of facilities to house activities considered beneficial to the student, and concluded in a set of relationships which facilitates flow and arrival, service and encounter.

Outpost Centers

While it is difficult to foresee the full impact of the completely mobile student and the intensified use of computerized educational media on our traditional concepts of campus community, the physical and social characteristics of the Wayne campus have certain implications for its future growth.

A series of "Outposts" is recommended to assist the commuter student in linking his living and academic environments. These miniature satelite campuses serve as meeting places, study centers, and express transport to campus stations.

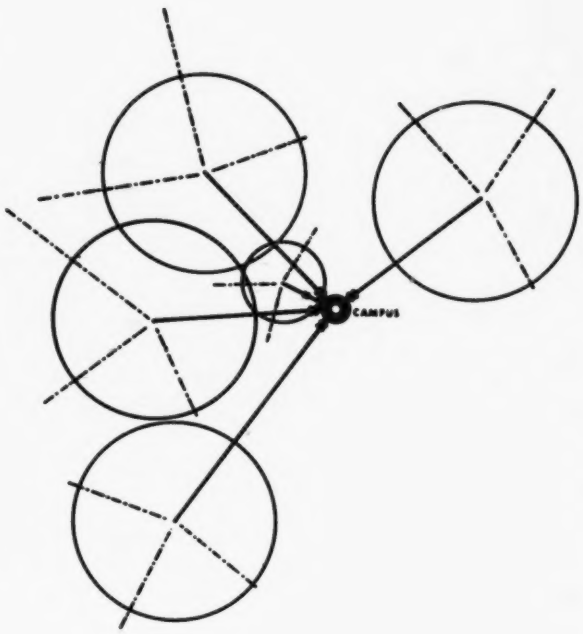
Student density by geographic area reveals high concentrations of students in areas with poor public transportation. This and other location criteria indicate that several of the regional shopping centers, with their large parking capacities, could easily accommodate the suburban commuter student, while selected commercial storefront spaces in Detroit would put an Outpost within walking distance of many of Wayne's inner city students.

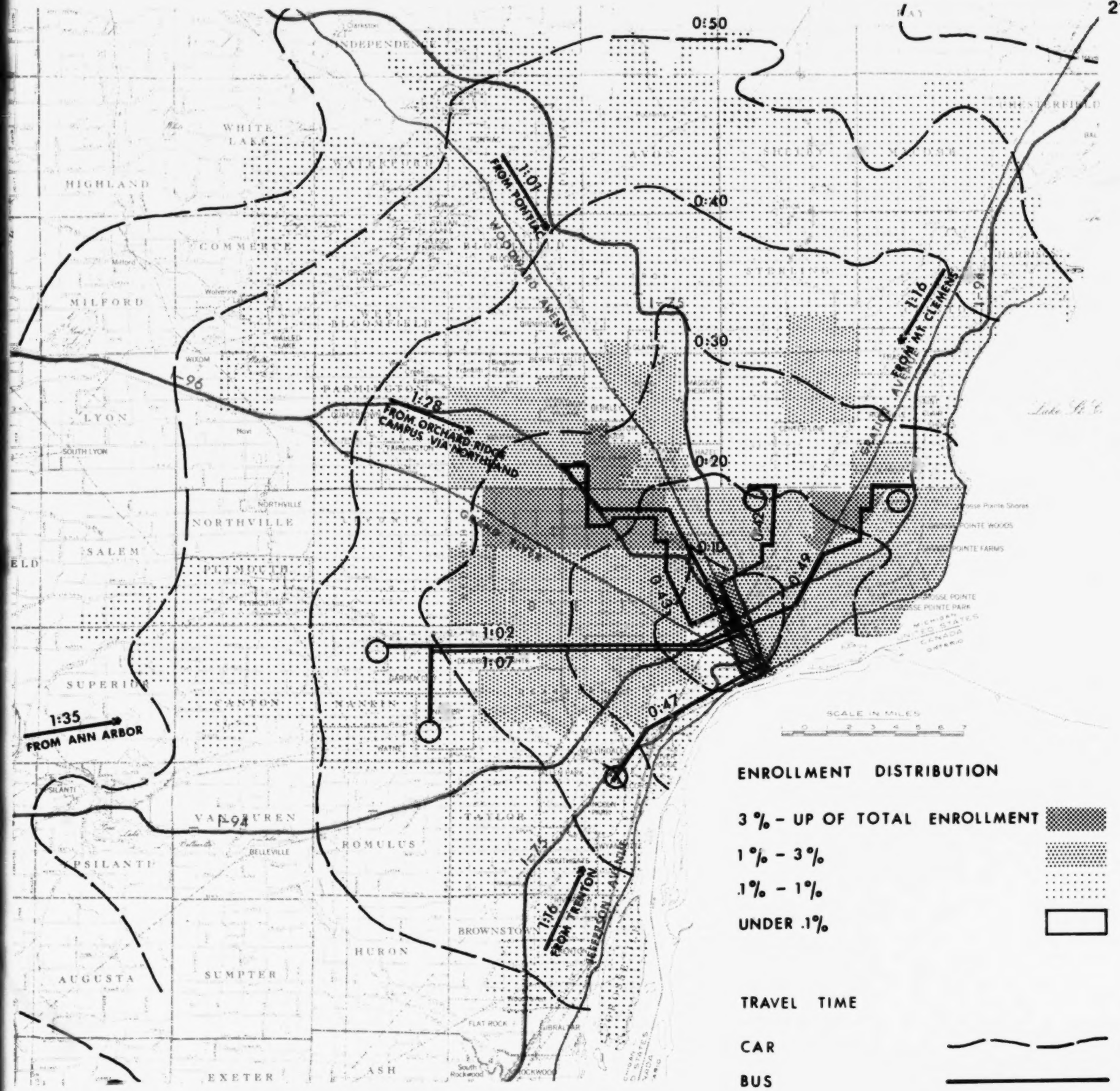
These locations generally coincide with neighborhood, high school, and car pool patterns of peer group formation. The Outposts thereby become meeting places which encourage and strengthen these naturally formed peer groups.

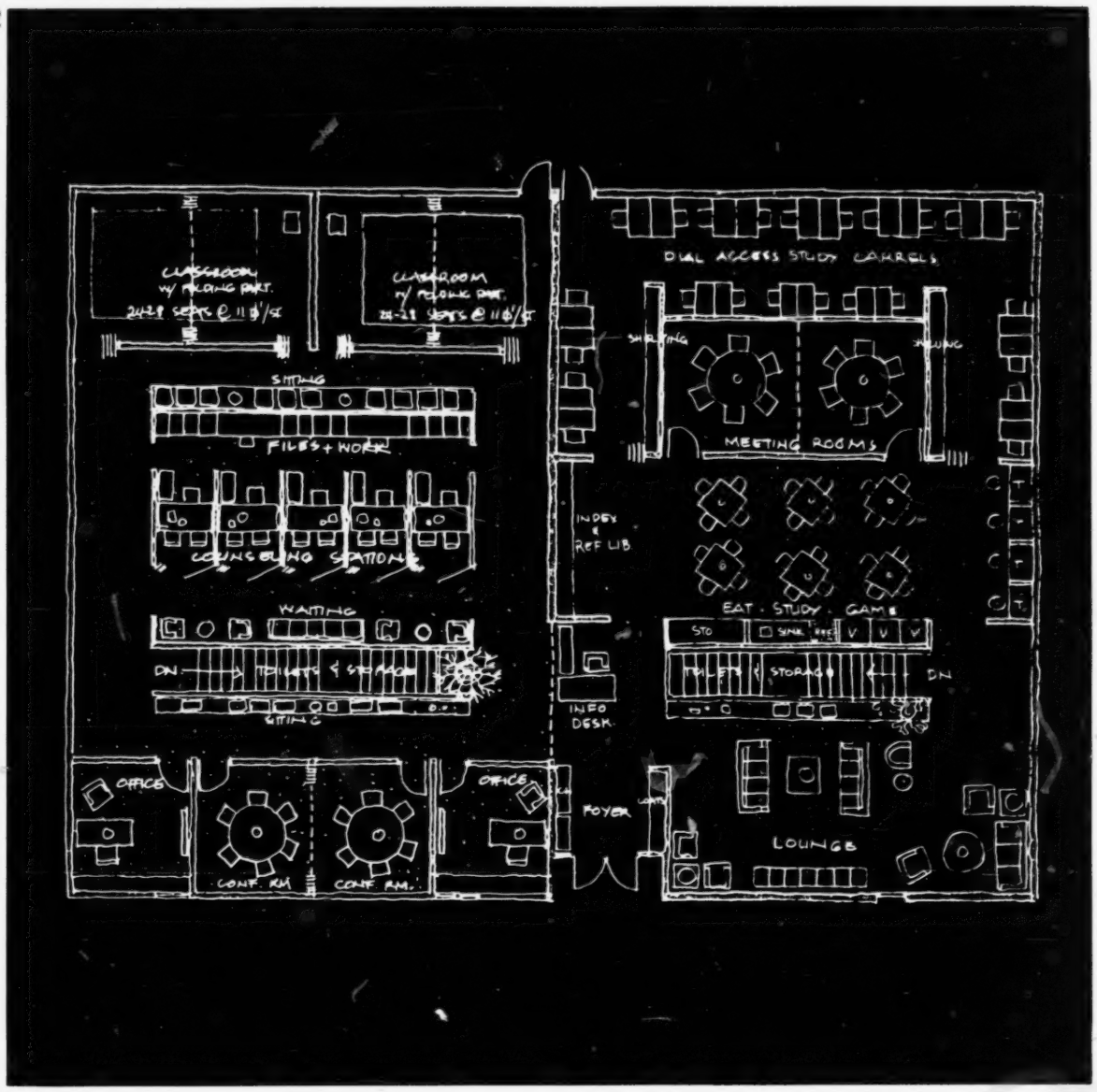
Scheduled, direct express bus transportation, contracted by the University, is proposed as an intrinsic part of the Outpost idea. This service has many advantages, chief among them being the liberating effect—socially and economically—on the student. It allows him greater flexibility in the use of his time, providing options in choice of courses and participation in campus activities unavailable to him before. Of equal importance, it creates an open end to many of his spontaneous social encounters. It provides safe transportation with secure, convenient waiting places. Finally, it will reduce on-campus parking requirements.

Some examples of travel time saved by express bus are: (Times are for average conditions and do not include transfers or terminal time at either end of trip.)

	Car	Bus	Express
Northland	27 min.	43	34
Eastland	24	49 + 2 trans.	31
Westland	37	62	44
Inkster	35	67 + 1 trans.	42
Lincoln Park	24	47 + 1 trans.	31



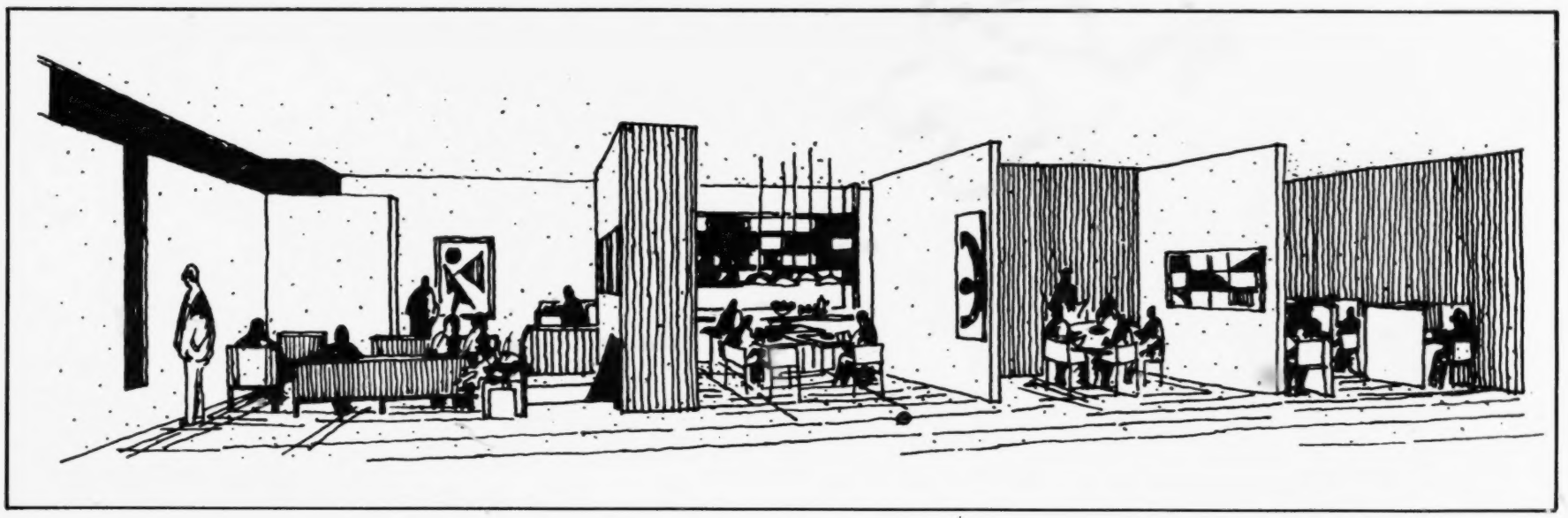

0:50
0:40
0:30
0:20
0:10
1:01
FROM PONTIAC
1:16
FROM MT. CLEMENS
1:28
FROM ORCHARD RIDGE CAMPUS VIA NORTHLAND
1:02
1:07
1:35
FROM ANN ARBOR
1:16
FROM TRENTON
0:47
SCALE IN MILES
0 1 2 3 4 5 6 7
ENROLLMENT DISTRIBUTION
3 % - UP OF TOTAL ENROLLMENT
1 % - 3 %
.1% - 1%
UNDER .1%
TRAVEL TIME
CAR
BUS
WHITE LAKE
HIGHLAND
COMMERCE
MILFORD
LYON
SOUTH LYON
NORTHVILLE
SALEM
PLYMOUTH
SUPERIOR
CANTON
VAN BUREN
PSILANTI
BELLEVILLE
ROMULUS
BROWNSTOWN
HURON
AUGUSTA
SUMPTER
EXETER
FLAT ROCK
GIBRALTAR
ROCKWOOD
WIXOM
Novi
Milford
Walled Lake
INDEPENDENCE
WOODWARD AVENUE
JEFFERSON AVENUE
GRATIOT AVENUE
I-75
I-94
I-96
Lake St. C.
Grosse Pointe Shores
Grosse Pointe Woods
Grosse Pointe Farms
Grosse Pointe
Grosse Pointe Park
MICHIGAN
UNITED STATES
CANADA
ONTARIO

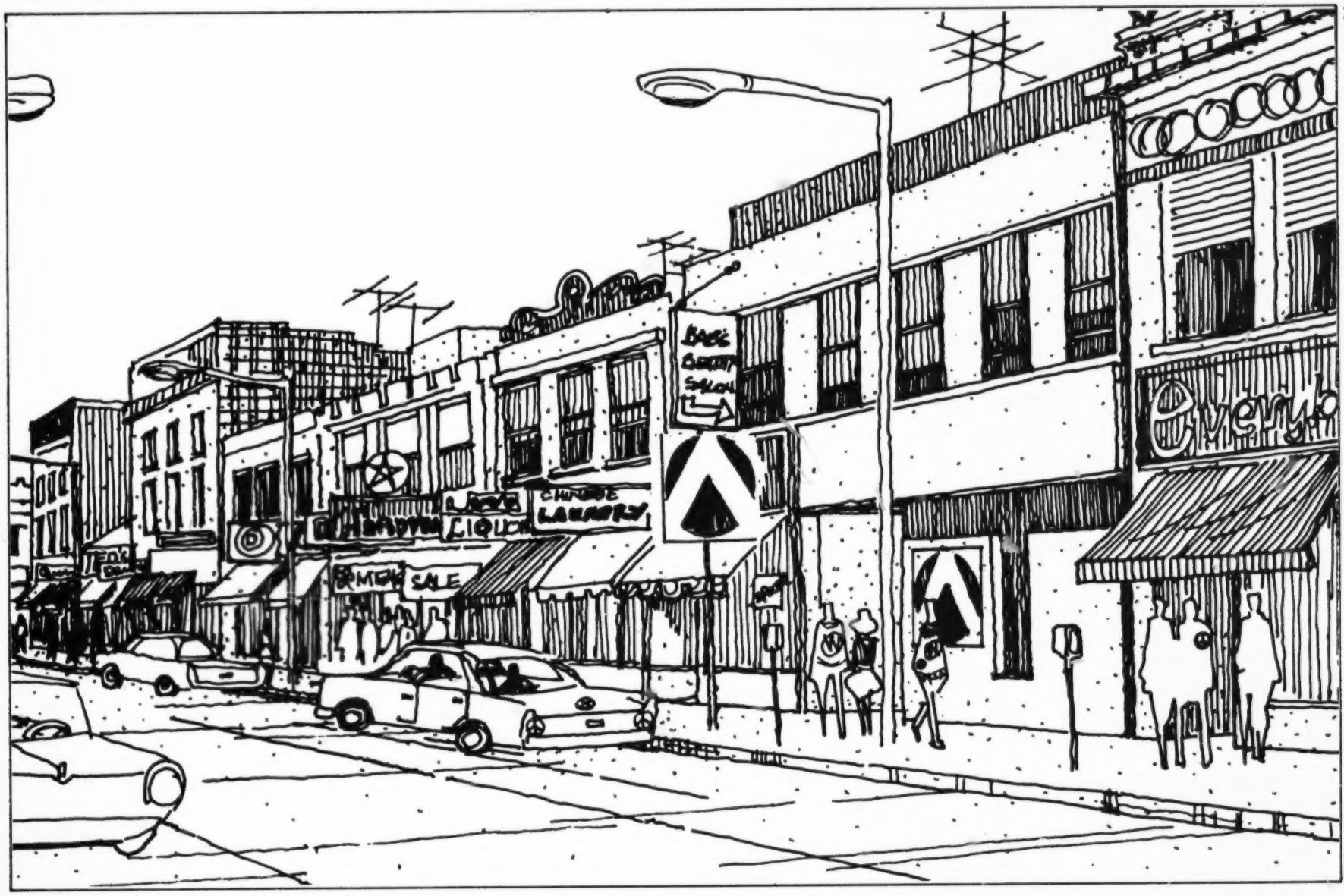


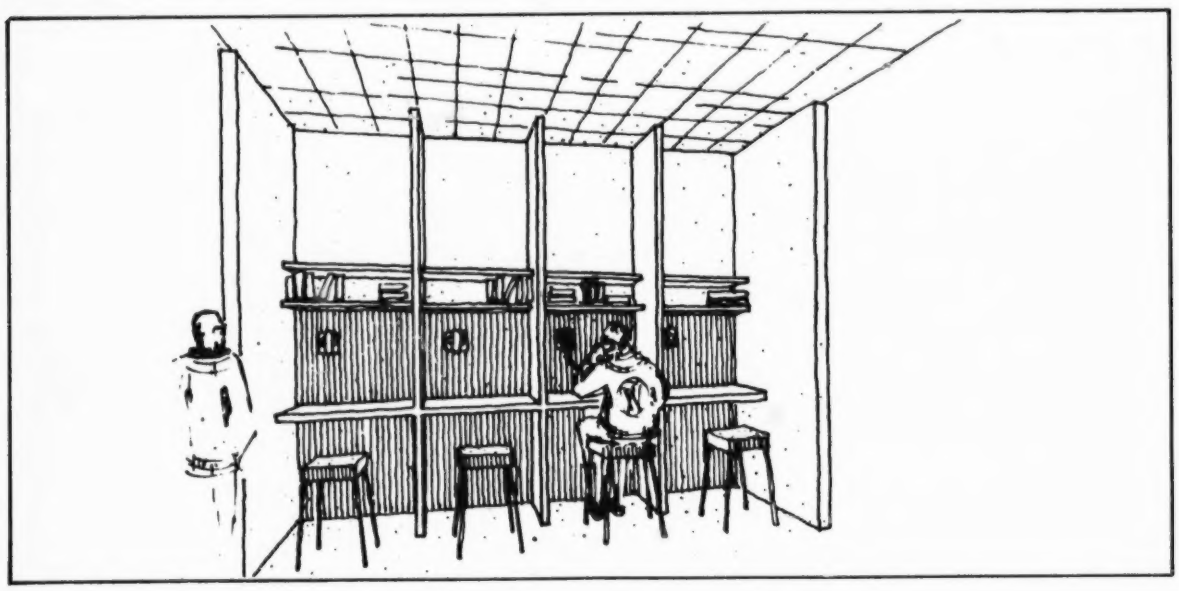
The typical Outpost will contain multi-media carrels with direct dial access to the campus learning resources center. This will help to answer the frequently expressed desire for easier access to study materials, especially in a way which does not require a special trip in to the campus. A casual lounge for browsing, relaxation and socializing, and an area equipped with tables and chairs for study, eating, and recreation will be provided. Two meeting rooms provide the local group with a place for organizational meetings and group study sessions.

Leased commercial space of about 3,000 square feet will accommodate 85 students with the amenities described above. This number of students, and the space required, will change from place to place with the experience the first centers provide. The initially proposed space will accommodate a full express bus of 52 seated passengers (80 w/standees). By leasing existing space and furnishing it primarily with University equipment, a model Outpost can be attempted at minimum financial risk. The Outpost would be staffed with a receptionist to provide security and information.

In conjunction with one of the regional Outpost centers, particularly one located in a depressed inner city area, an experimental University Urban Agent program is planned. It would occupy the storefront adjacent to the Outpost center.

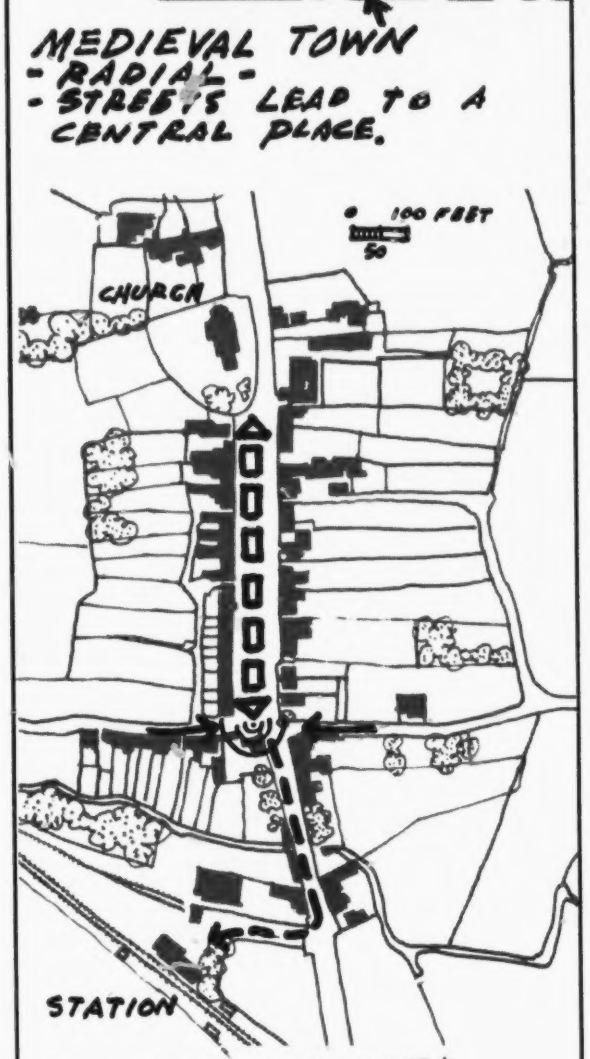






Remodeled commercial storefront spaces in Detroit would put an Outpost within walking distance of many of Wayne's inner city students.

The Campus Street



Because Wayne is cut off from the city by two expressways and the Cultural Center, it cannot offer the amount of commercial support facilities and resultant intermix normal to most urban universities. This factor, together with the size and diversity of its student body, requires and enables Wayne to develop a rich community on its own campus.

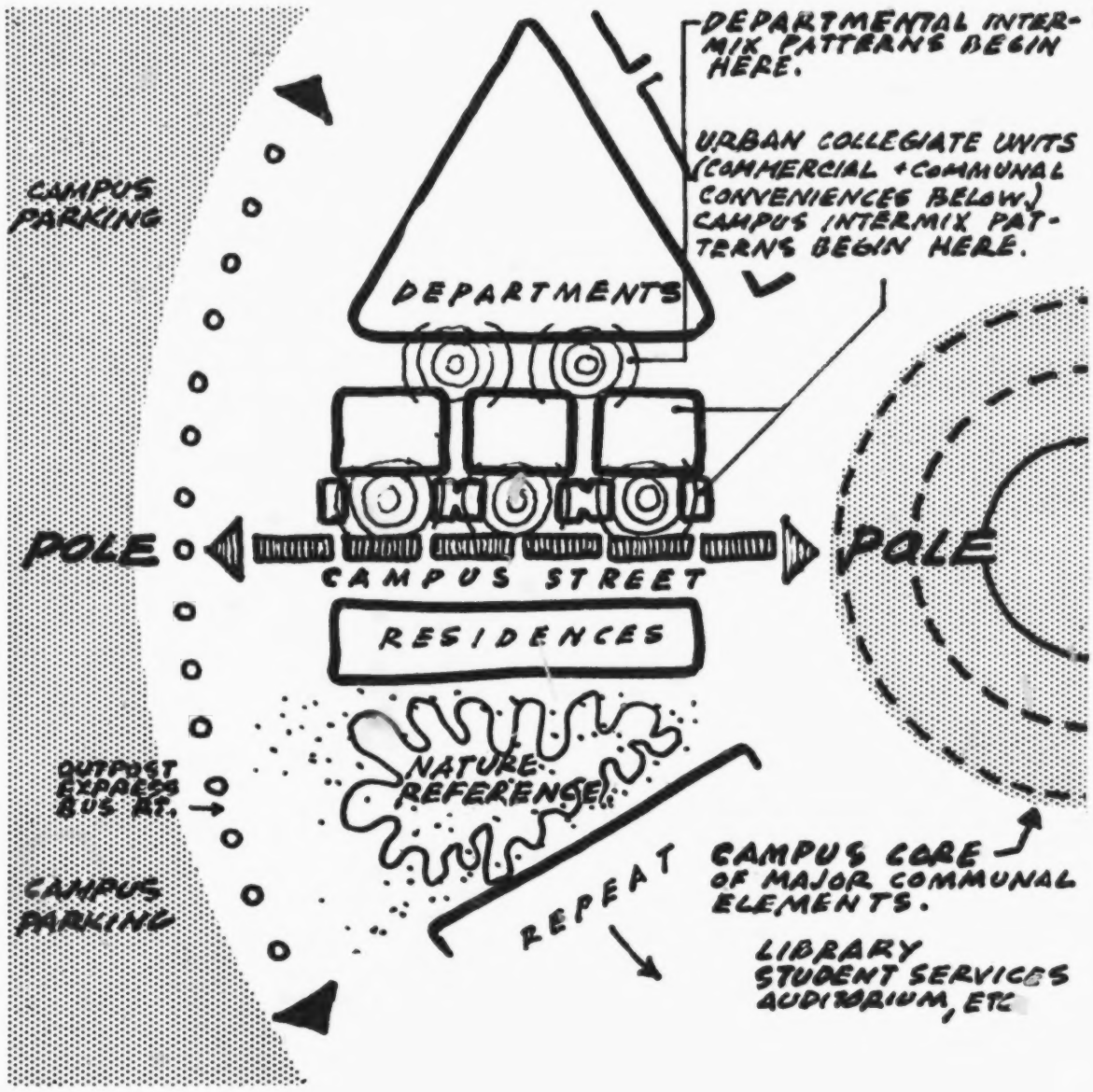
To achieve a sense of community, the campus must give the student a visual sense of the whole and his place in it, and generate a frequency of social encounter which strengthens his interpersonal relationships. This means a lively place with a variety of activities, holding the interest of the day student, and accommodating the needs of the part-time student.

Patterns of scale, flow, and activity conducive to frequent encounter and intermix are clearly evident in the forms of older towns whose area and population were small enough to make them visually and sociologically comprehensible to their inhabitants. The medieval town, growing from a single source, developed a radial pattern of streets. The "action" took place at its center where communal facilities flanked the market place. On the other hand, the linear village embraced the road which generated it with shops, inns, and other communal amenities. Often a major pole of attraction, such as a church, was located near the end of the complex, amplifying the flow of activity along the street. In both cases, the proximity of dwellings, very near and/or directly above the communal amenities, insured frequent personal encounter and made the street a lively place. Equally important, space was usually contiguous.

***Thomas Sharp, "The Anatomy of the Village," Penguin Books, Harmondsworth, Middlesex, 1946.**

A combination of these patterns—a major center of library and other communal facilities and a series of short "campus streets"—has application to the Wayne campus context. This gives the campus a symbolic and functional focus, and provides the plurality of amenitites which the many different tastes, needs, and ideas of its student population require.[8] Peripheral parking structures complete the polarity required for the life of these campus streets.

The pedestrian patterns thus generated form the framework for locating most of the campus academic and communal, retail support, and student social and recreational facilities. This is where the action is!

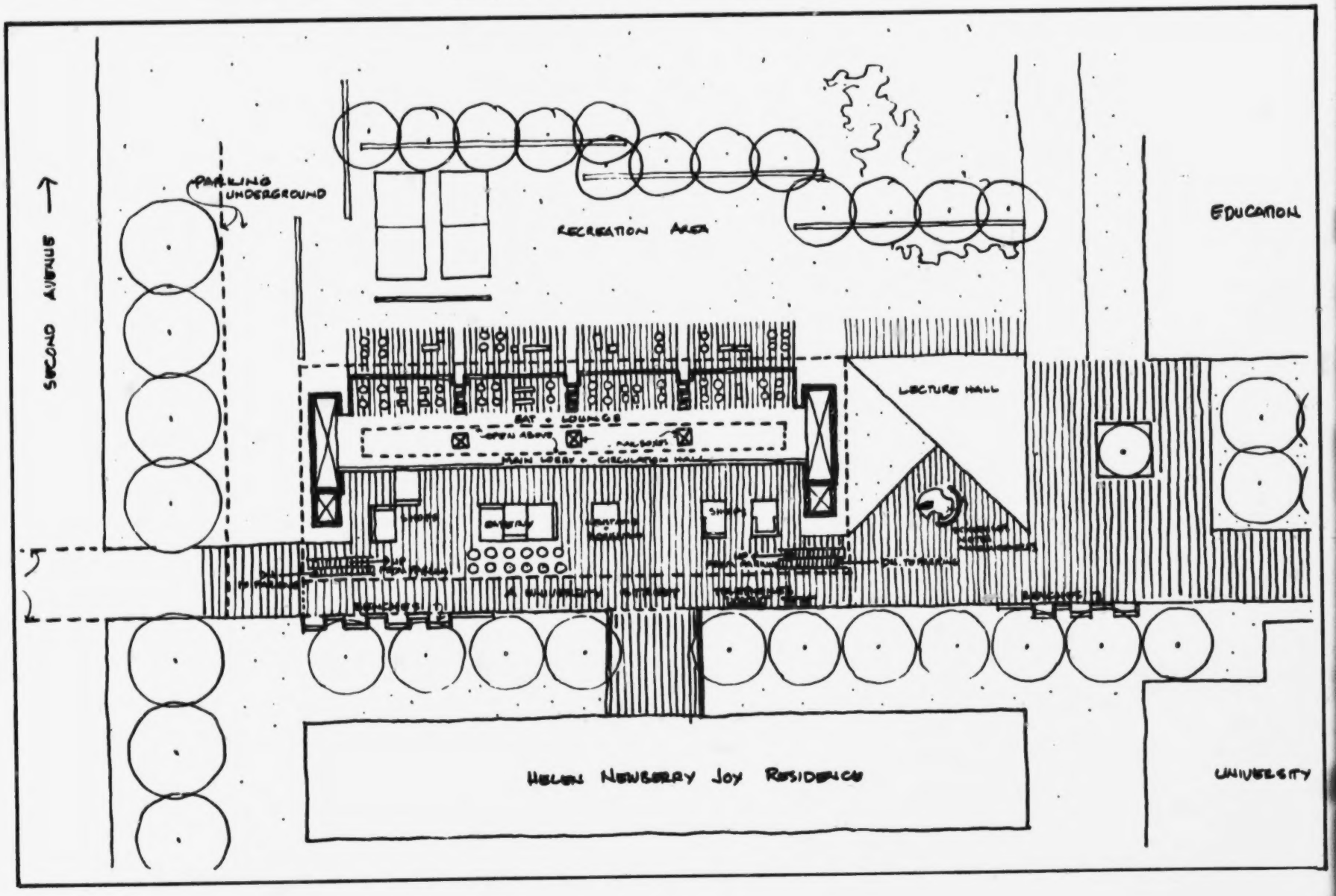


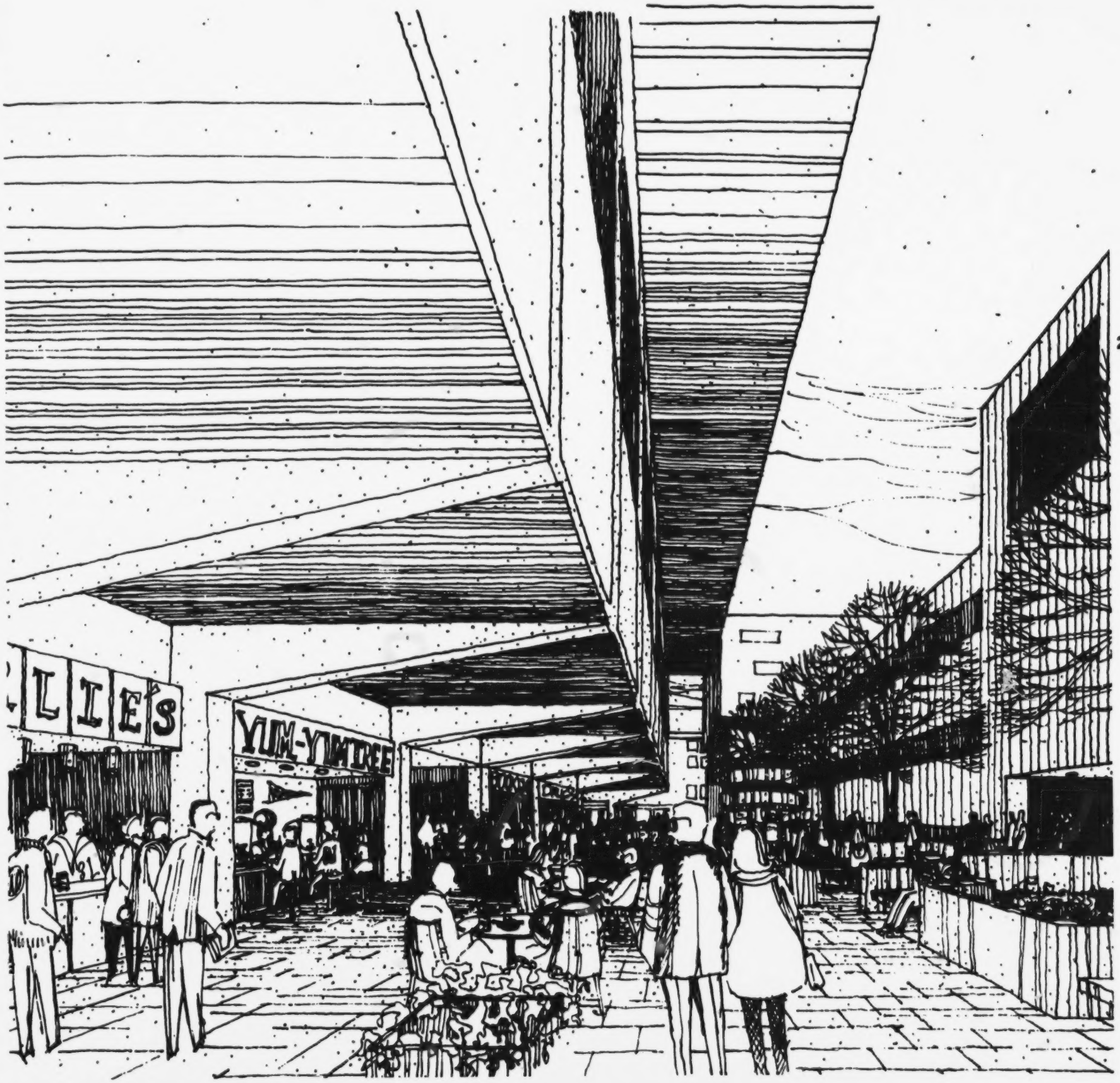
26 Eating is the predominant focus of most socializing on the commuter campus. Perhaps the most important aspect of the campus street idea is that a variety of small eating places, some by private enterprise, be provided to accommodate Wayne's many types of students. Snack bars with vending machines near study lounges and recreational areas, a "Nedics" for the evening student on the run, a coffee house for casual socializing, perhaps a small personal restaurant for those attending a campus event, would line the campus street. Retail shops, a laundromat, gallery space for student and faculty exhibits would also be part of the scene. A small cinema at the end of the street could double as a lecture hall near the center of campus.

Directly behind these facilities would be study and casual lounges, mail boxes and lockers, indoor and some outdoor recreation. Street furniture would include information kiosks, escalators from parking below, and a waiting station for the express buses to the Outpost centers

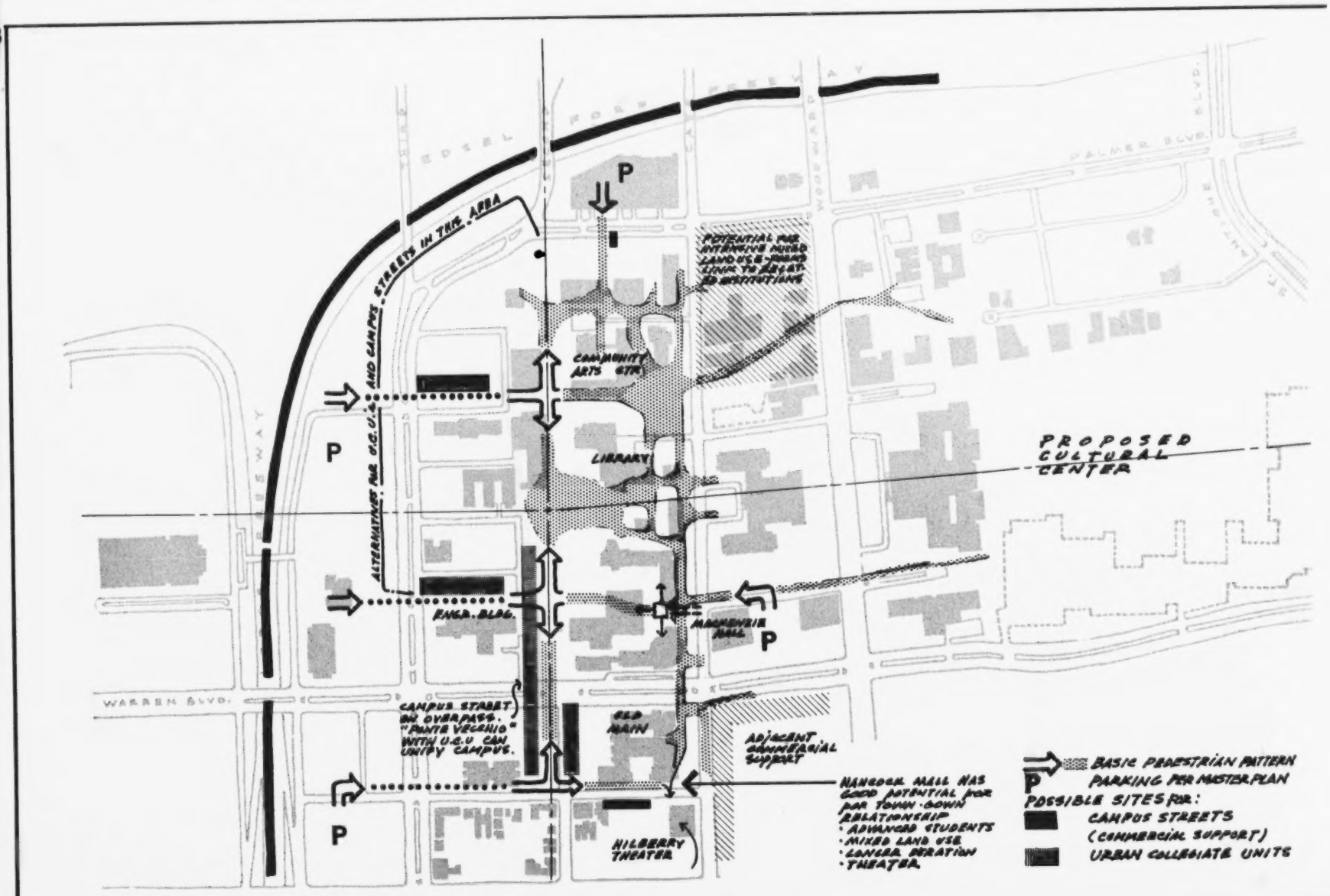
The campus street could be the scene of small weekend dances, rallies, and performances. It is particularly suited to the needs of the older, large part-time enrollment at Wayne.

The sense of community generated by the campus street would have a revitalizing effect on nearby private commercial enterprise. Students and faculty would spend more time on campus and pattern their day to take advantage of the amenities in the area. Also, local business people, particularly those catering to the campus, could be given the initial opportunity to expand their enterprise to the campus.





Campus street facilities suggestions:
Barber, beauty salon, cleaner, laundromat, drug store, book store, post office, coffee house, small cinema, shoe repair, bank, lounges, gallery, table tennis, billiards, meeting rooms, informal studio space for art, dancing, music, crafts, baby sitter.



A logical place to apply the campus street concept is on the north side of Kirby between the Education Building and Second-Third Boulevard. This links the parking on the west to the new University Center and to the major north-south pedestrian mall on what was Second Avenue. The residence hall defining the street to the south would augment and extend the life in the campus street. An additional site might be to north of the Engineering Building on the extension of Putnam between Second-Third and the north-south mall.

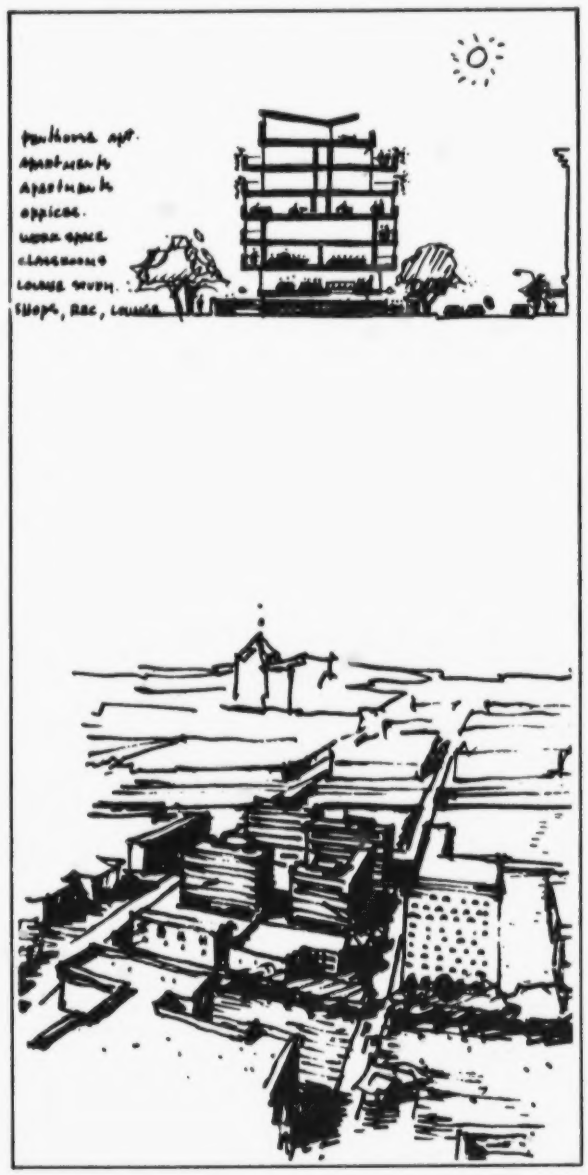
Climate control of these campus streets is important to the spontaniety underlying the life of such places.

A small information and sundries facility just north of the Law Building might be of great convenience to campus visitors on their way from parking on the north to McGregor Center.

A campus street of a more extroverted, traditional nature could emerge on Hancock between Third Avenue and Cass. A pub type of facility on Hancock west of Old Main would attract pedestrians on both walls (Second and Hancock) and the graduate students and residents in the area, giving it a more relaxed, sophisticated atmosphere. Such a facility might also attract visitors of the Hilberry Theater after the show on their return to parking facilities to the west. This is the "soft" edge of the campus. It offers great opportunities for harmonious blending of University and inner city.

The campus street concept might also be applied to a possible future overpass on Warren if north-south pedestrian traffic proves sufficient. Such a "Ponte Vecchio" could turn a campus-severing liability into a communal asset.

The area north of Kirby between Cass and Woodward is strategically located to serve the campus, the cultural center, and the several related institutes. Through imaginative application of horizontal zoning, it could develop into a vital community of residences for the various faculty and administrators and some graduate students, offices, galleries, shops and restaurants. This life would augment the action on the campus streets, adding another dimension to the quality of the community.



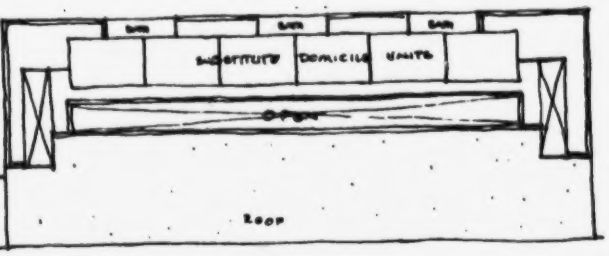
Urban Collegiate Unit

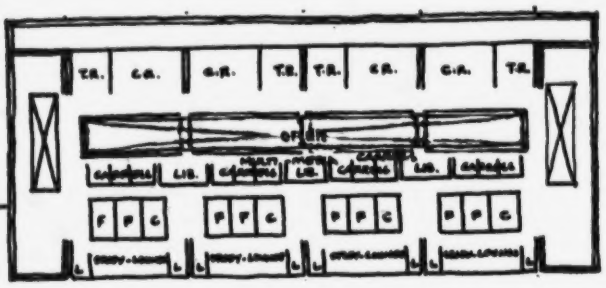
The concept of spatial continuity encouraging frequent encounter and intermix of functions is as important in academic facilities as it is in social and support facilities. A sense of community seems to be of particular importance to the beginning full time student. By a system of related spaces for classrooms, faculty and counseling offices, study lounges, and carrels, recreation and eating, clusters of students could naturally form and support the interest and motivation essential to an education. This continuum of relationships embraces all of the activities normal to the student day—from active to passive.

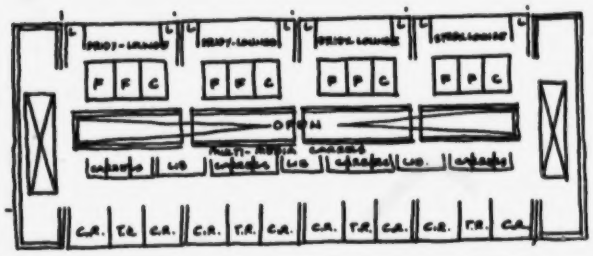
The Urban Collegiate Unit, therefore, is not a center or building as such for commuter students. It is a way of relating facilities so that the student's daily life is focused more consistently on an enriching intermix—on his effort to improve himself and his company. While such a set of relationships is appropriate to normal student groups and honors colleges, it is of special advantage for the groups of inner city disadvantaged students, who require a more coherent academic climate in order to sustain their desire for an education.

An initial facility to accommodate 1,000 students is proposed. The group would take one half of its course work here and up to one half of the faculty teaching in the programs would have its offices here. Graduate assistants could have quarters in this facility, adding personality and providing guidance. Counseling offices at the rate of 100 students per counselor (perhaps house breakdown) would be provided, as well as small areas for supplemental instruction and multi-media carrels. Study stations, lockers, lounges, recreation, food service facilities, and substitute domiciles complete the amenities of the proposed complex. The cinema mentioned earlier as part of the campus street would be programmed with the Urban Collegiate Unit.

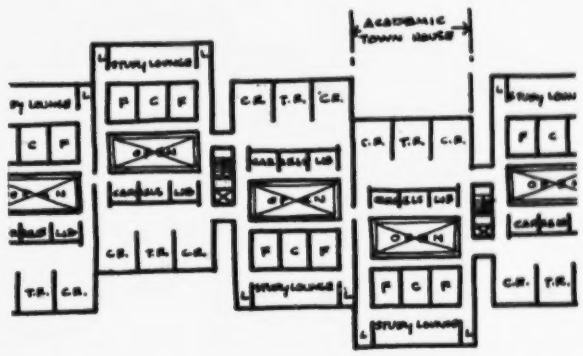
By locating the Urban Collegiate Unit directly over the campus street, the active use of the street is insured. Furthermore, common facilities, such as food service, mail, recreation and general information could do double duty, accommodating the vast range of student on campus and giving the Collegiate Unit student an opportunity for contact with the full range of group formations from private to public.



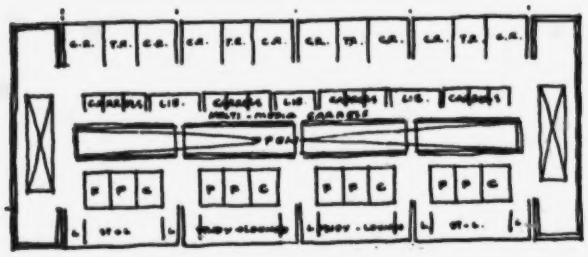


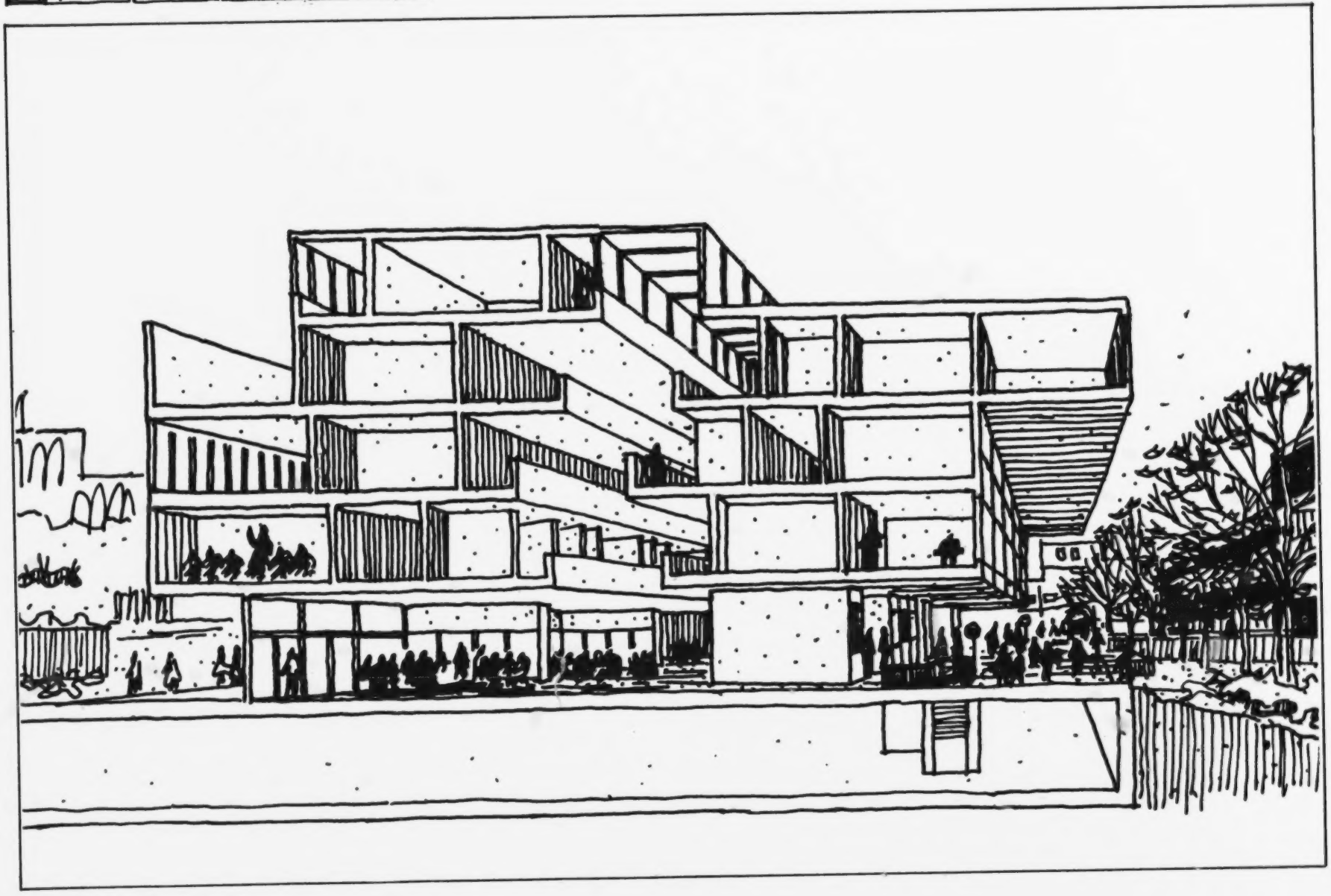


A variation of the 1,000 student Urban Collegiate Unit is a breakdown of the same program into small increments. These "academic town houses" could approach the traditional fraternity house in size, and with the inclusion of faculty facilities could become modern-day houses of scholars (Jefferson's series of pavillions).



Such a unit develops a very strong group identity. It also has budget implications in that as a repeatable increment, it can be prefabricated and added in direct response to enrollment growth. As an incremental budget item, it would cause less delay to other expenditures. Physically, it has a potential for variety which would add visual interest to the campus street.





Amenities In Existing Facilities

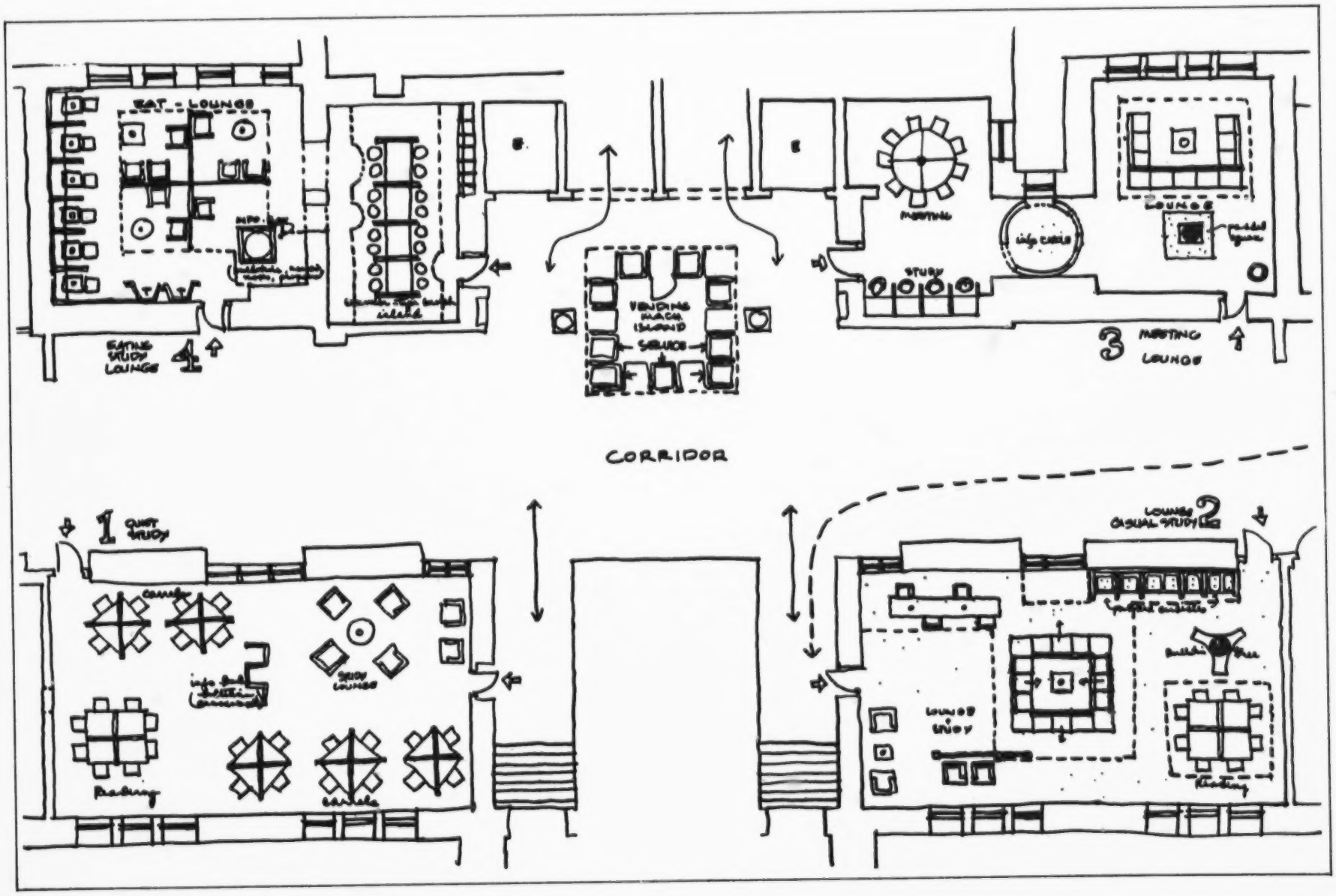
The Outpost, the Urban Collegiate Unit, and the Campus Street are intended to bridge the gap between home and college, and to create an academic climate within a sense of campus community. They would serve the general and entering student and the part-time, in-and-out students with a full range of amenities and spaces. These facilities find their place in, and help support, patterns of movement.

Of these facilities, the Outpost and Campus Street are oriented to the general campus population while the Urban Collegiate Unit serves those students specifically assigned to it. Similarly, a series of general use and departmental modules is recommended in or adjacent to existing buildings.

These modules relate the distribution of conveniences to total campus pedestrian movement, and accommodate the advanced specialized students. If implemented early, these modules, may provide valuable information for the programming of the new facilities recommended.

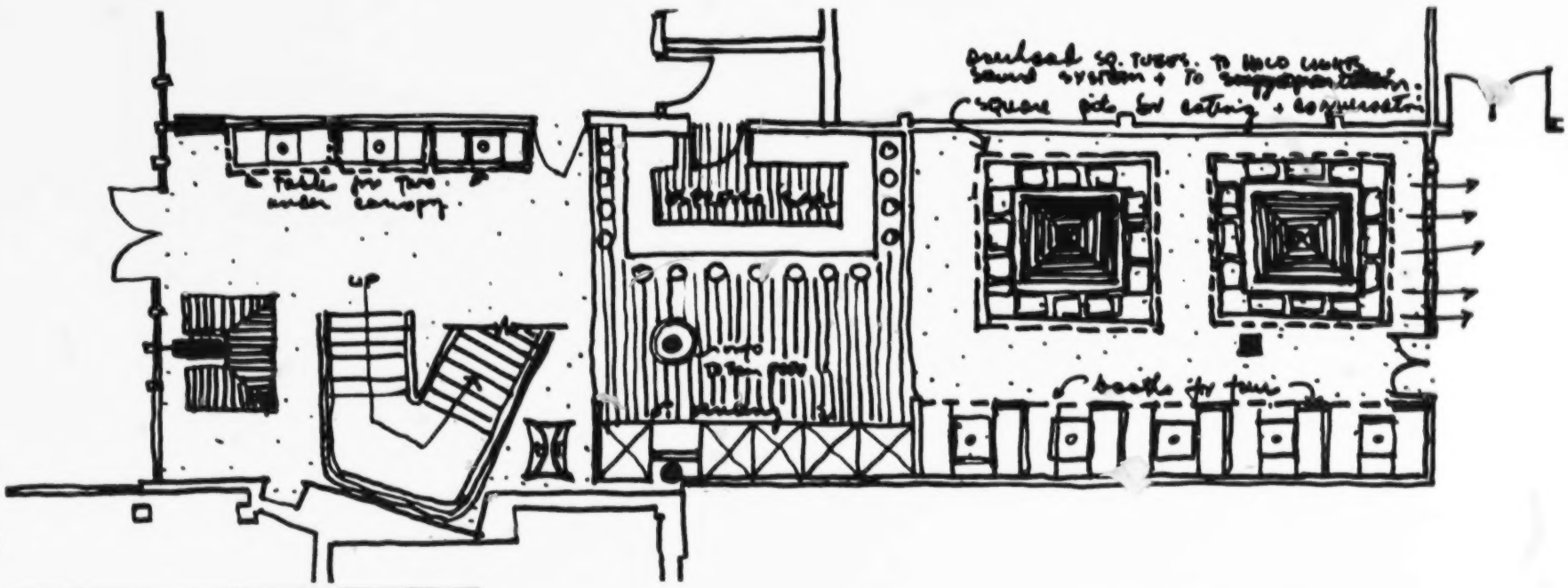
Lounge Commons

A Lounge Commons, or eating and "hangout" facilities is recommended for the more populated existing buildings. This would give these buildings a social focus; a place where small groups can form between classes, a place to rest, a place to get to know an instructor better.



While the general criteria for amenities to encourage small groupings and an intermix of activities is constant, each lounge—cafe commons will take on its own character as a function of the existing building into which it is designed. A series of small lounge, meeting, study eating, and recreation spaces may be appropriate for the traffic and variety of students in Old Main, balancing the distribution of these amenities across the campus. The small rooms are also well suited as music listening and informal studio spaces.

"Mega-decoration" may be an inexpensive means of transforming a dreary room into an exciting space—in contrast to neutral academic space and in harmony with student spirit.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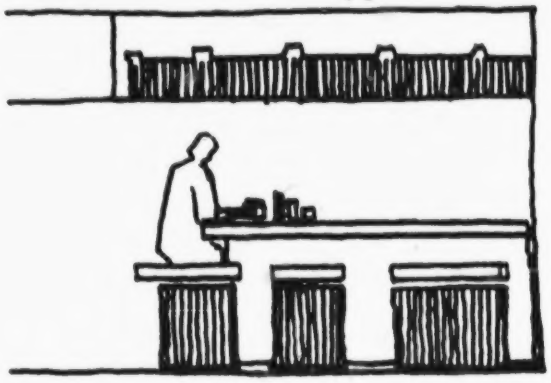
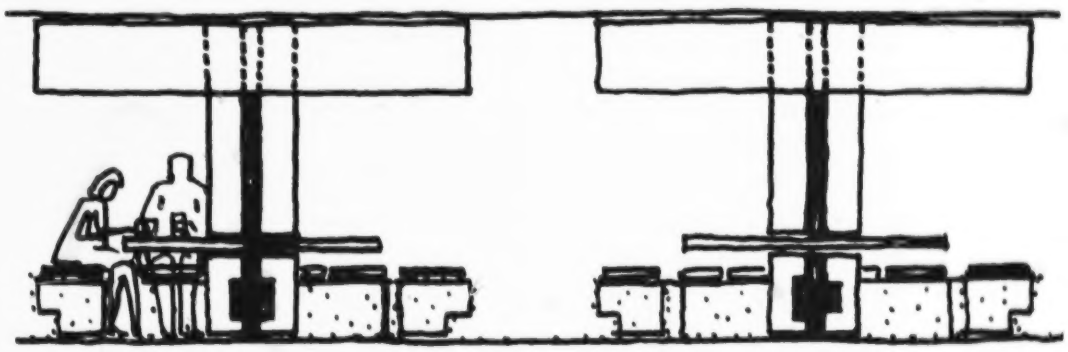
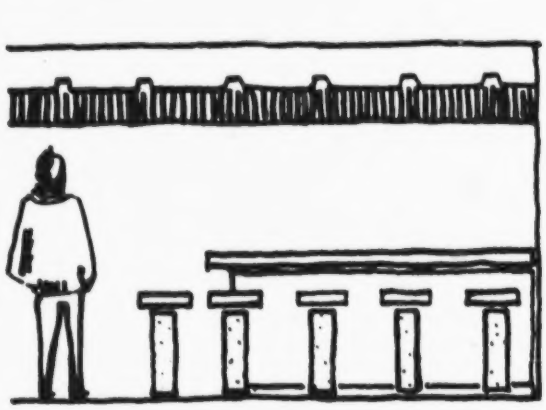
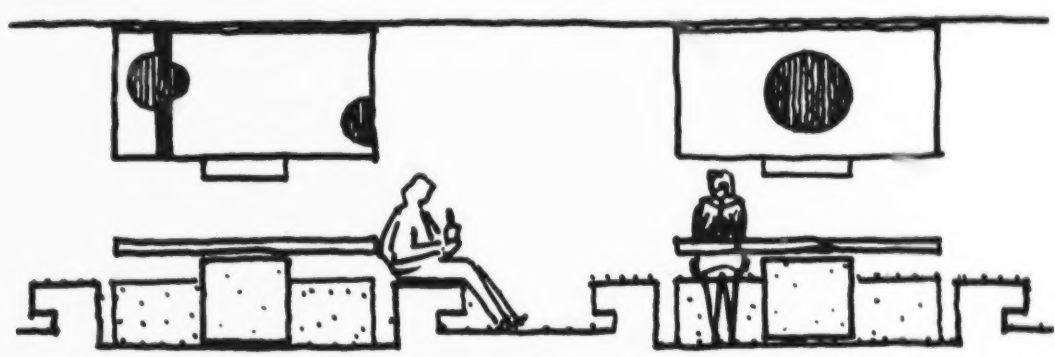
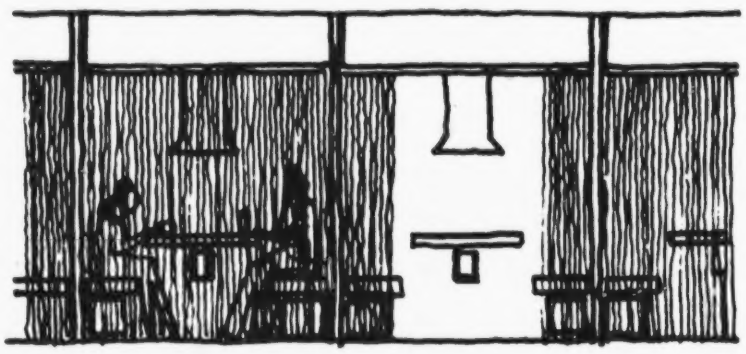
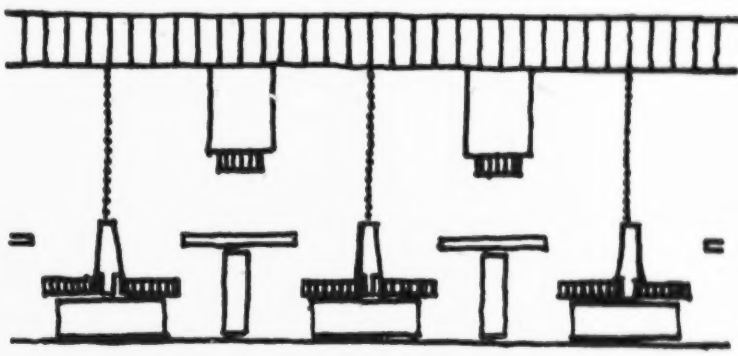


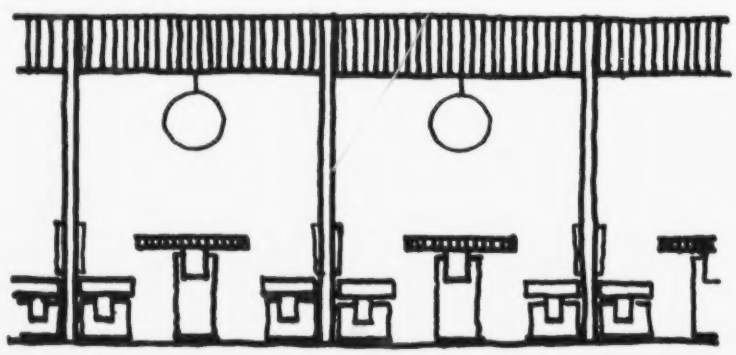


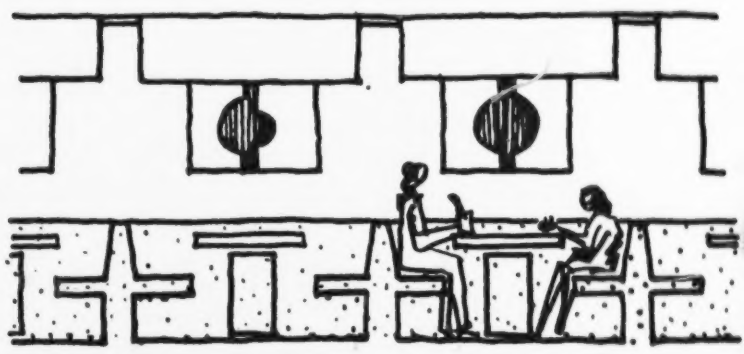






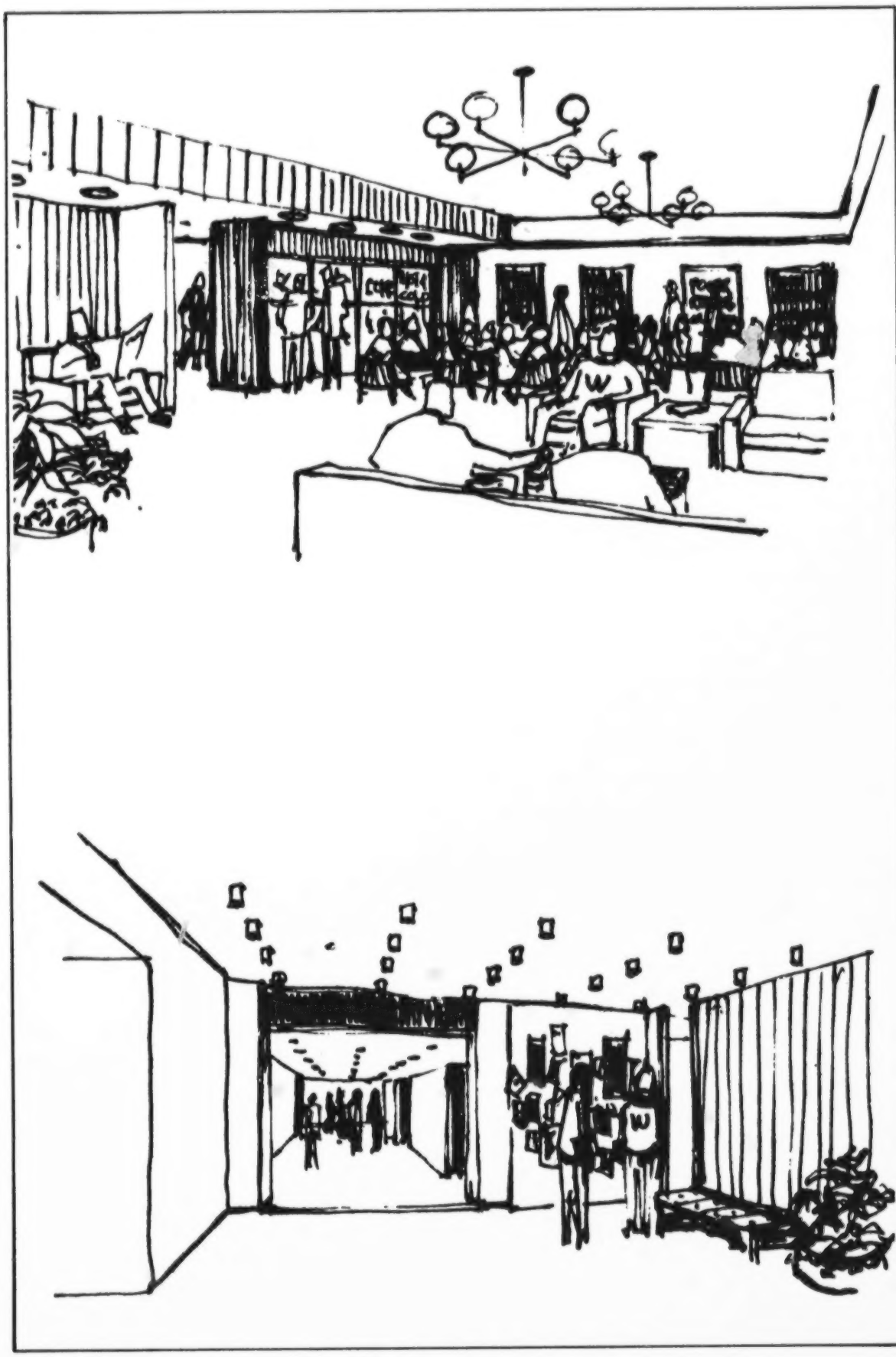






On the other hand, the lower level of the Community Arts Building has a potential for being developed into an interesting bistro, or coffee house. Such a facility may attract the various art students in that building and indeed, could be designed in collaboration with them. It may also be a refreshingly different amenity of its type for the many campus guests and conferees who visit that area of the campus. The character of this place might be heightened through a private proprietor. It should respond to the serenity of the adjacent pool and garden.

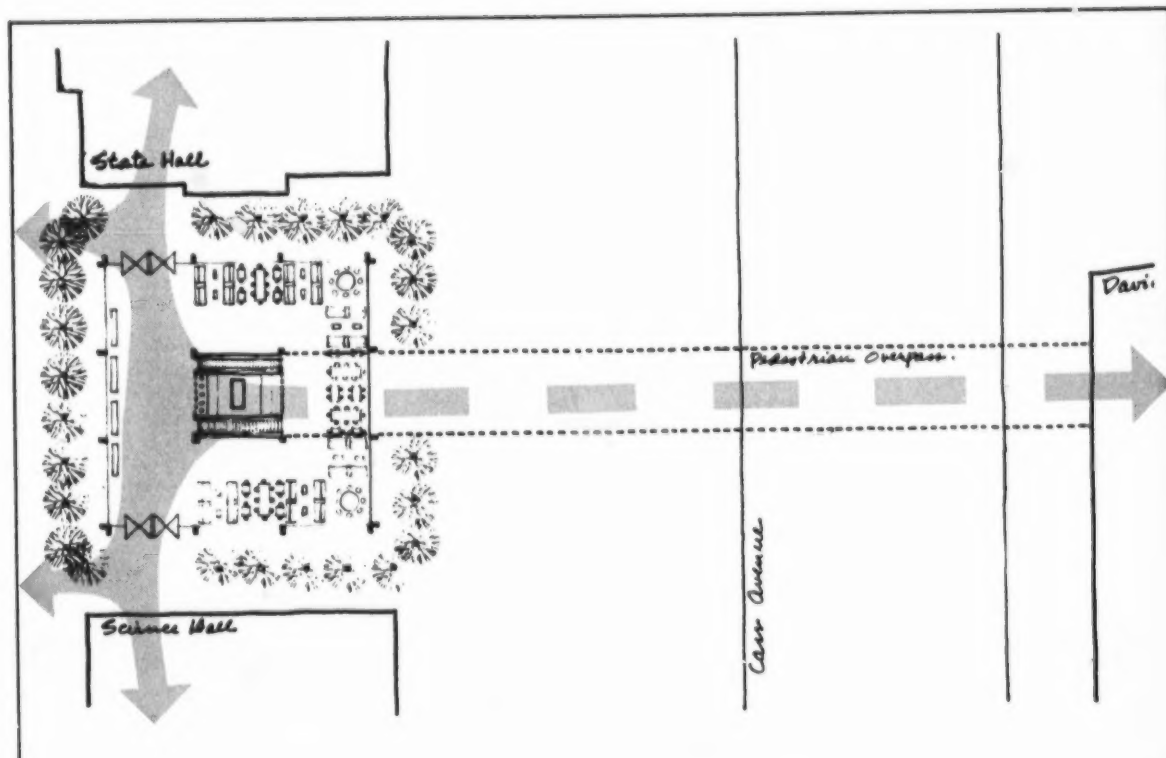
The specific design of these facilities is very important for several reasons. First, the existing buildings were designed for intense use in short intervals and are therefore highly lighted, impersonal, and "hard" for ease of required maintenance. Casual use, small group and personal encounter require more intimate lighting, heavy texture, and visual detail. Furthermore, the activities for which these modules are planned are essentially those in which students have always participated. Stable, permanent, surroundings would tend to express this continuity, giving the student a sense of his place and time in society. A wood table top covered with carved initials tells the student that he is in good company.

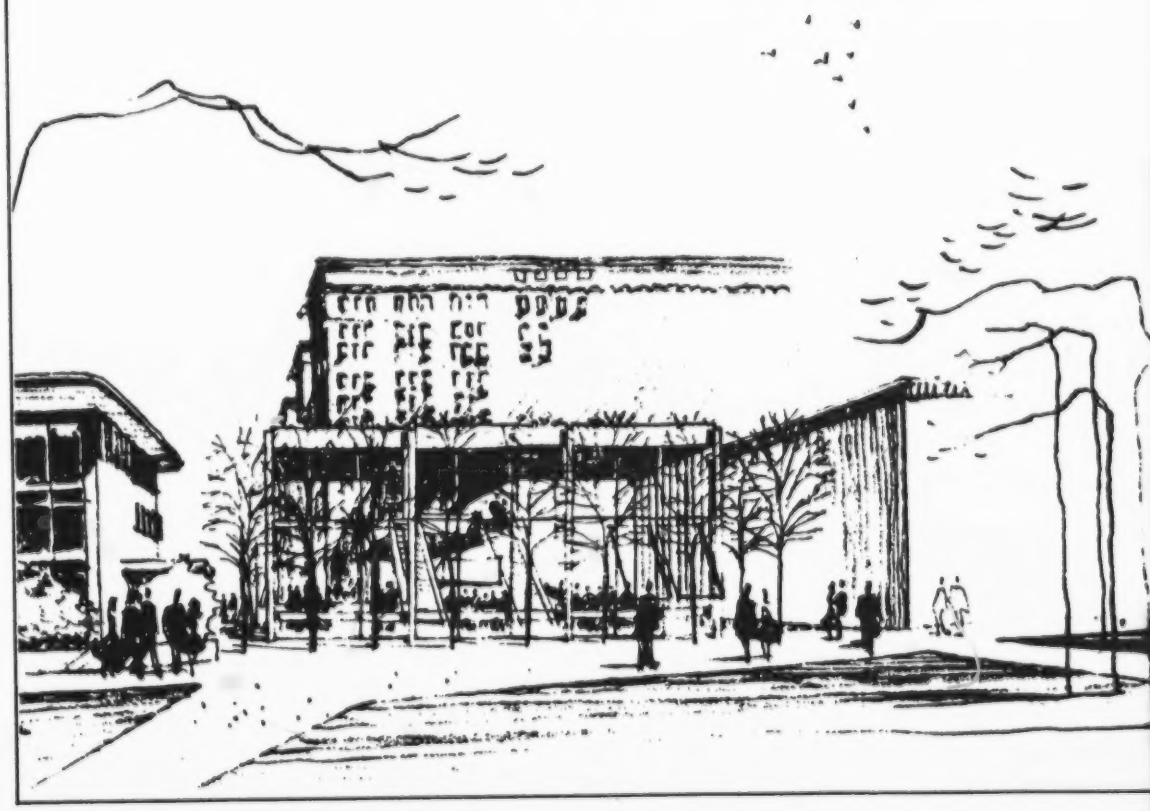


Lounge Commons Alternative

36 In order to generate the frequency of encounter and intermix envisioned for it, the lounge commons should be located on the main traffic stream of the building.

An alternative to locating lounge commons in existing buildings is to place them between existing buildings at points of maximum pedestrian movement. This alternative has the advantage of binding the existing units into a continuously sheltered flow. These new units can take on their own identity and be designed directly for their intended purpose. This would cause less interruption in the amount and continuous use of existing academic space and reduce the intimidation that formal academic space tends to impose on the more casual social functions. An example of such a unit is illustrated as being between Science and State Halls opposite David MacKenzie Hall. A large parking structure to the east of MacKenzie may suggest that an overpass be installed across Cass Avenue. A facility in this location becomes a place to watch from and be seen. It also serves as a bus waiting place. Such a unit could act as a campus address for many students through the introduction of mail boxes and lockers.



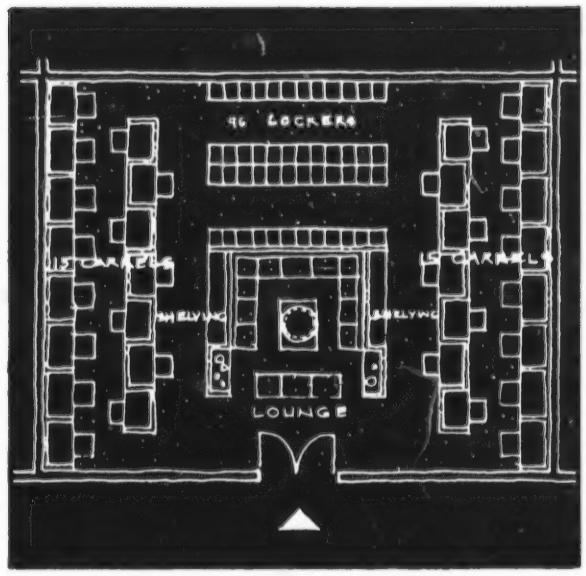


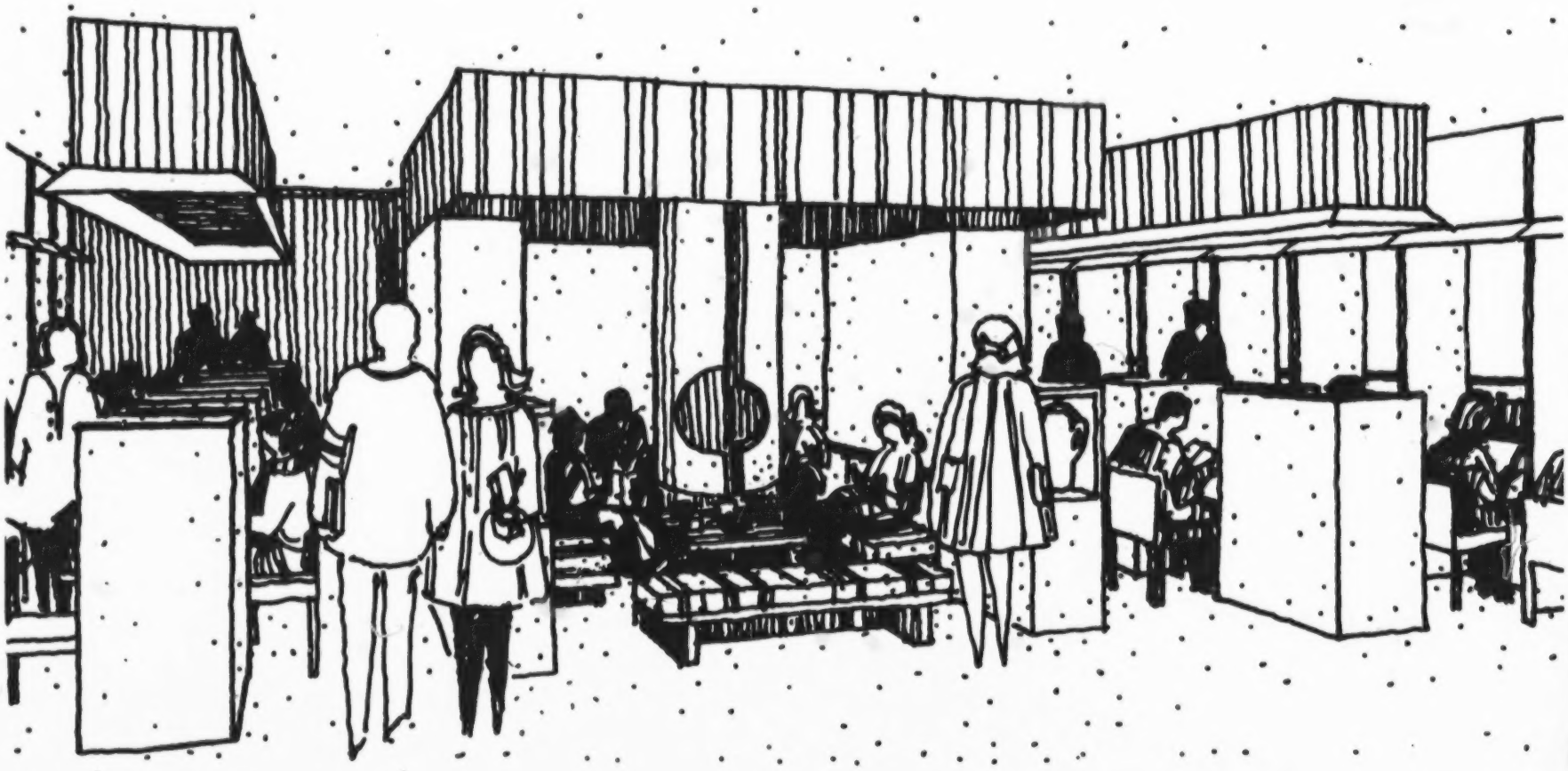
Study Commons

This module is imagined as a study and social center shared by students in a common program such as a departmental major or block program of inter-related courses. It would combine lounge, locker and mail, and study carrel facilities in which students who participate in the common program could center their on-campus, out-of-class activities. This kind of facility is also seen as being supportive of the kinds of departmental clubs that have existed on the Wayne campus. If successful, it could become a basic program requirement as new departmental facilities are developed.

Since it is relatively private in nature, the study commons should be located near the parent department, away from the building's public traffic.

A typical classroom in the Cohn Building, for example, could be converted into a Study Commons of 30 study carrels with lounge space for about twelve. The actual size of a facility would be a function of departmental characteristics and should be designed in close cooperation with those who will use the space.

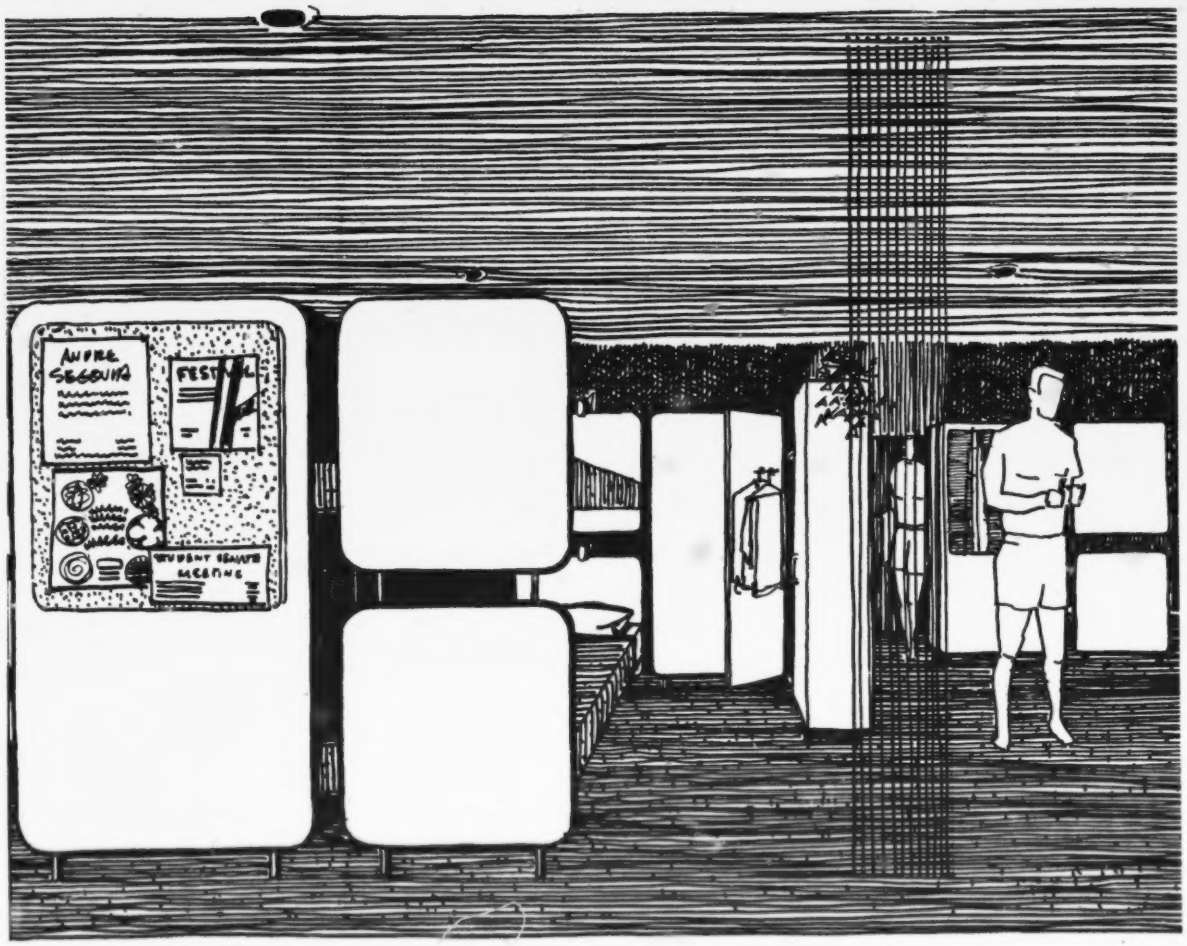




38 Substitute Domicile

To answer the commuter students' need to remain at times on the campus overnight or often to gain some needed rest, modules of sleeping accommodations are recommended. These would allow students to stay late on campus to study, attend a special function or, most importantly, to take advantage of a spontaneous social encounter. Bunks would be available 24 hours a day, grouped in "dormitories" of perhaps 10 to 12. Each group would have its own washroom facilities.

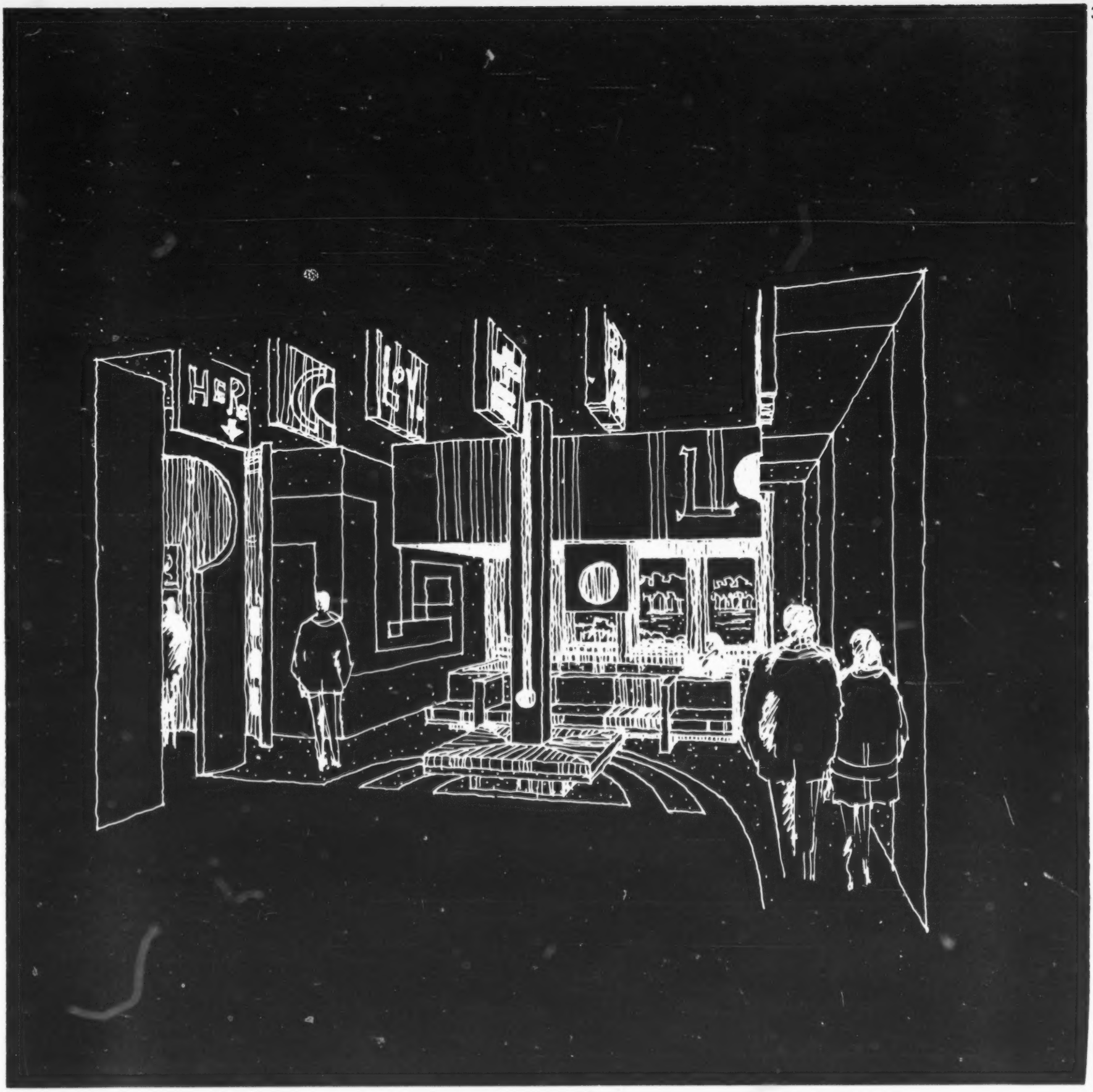
As illustrated previously in the Urban Collegiate Unit, these accommodations are included as a part of that system. Immediate modules could be located in existing buildings of common attraction such as Old Main or MacKenzie Hall. They might also be introduced into existing or future residence halls, particularly those related to a campus street. Through the use of these overnight accommodations, the commuter student can become a resident for 2 or 3 day intervals, allowing him to participate more completely in the campus community.



Nature Reference

It is interesting and significant that "grassy areas" were frequently mentioned by students as desired campus amenities. Perhaps one of the major assets of the traditional campus was its mall, its garden setting. This provided a long vista and a familiar reference, in contrast to the concentrated view of the classroom and carrel. The large scale and dimension of some of our older campus and public buildings also offered this advantage.

While the Cultural Center promises to be one of the major green spaces in the city, every effort should be made to create generous landscaped areas on the campus. They provide means of physical and emotional release, particularly for the urban student.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Space Implications

The typical university resident student has about 137 assignable square feet [9] for his own use in dormitory space alone! By comparison, the commuter student at Wayne has almost no space for his own use on campus. How would the spaces recommended herein adjust this discrepancy?

This report does not study in detail the amounts of the recommended spaces to be provided on the Wayne campus. A series of assumptions, however, illustrates the implications on total campus space requirements.

Of Wayne's total enrollment of 33,000 students, between 5,600 and 6,000 are on campus in class at the peak hours. By observation, we judge that at least this many students are on campus out of class at this time. If each of these students could find a place to study, relax, or meet with friends in Lounge Commons space, while upper classmen and graduate students are also provided with Study Commons space, and overnight facilities were made available for about 5% of the full time enrollment, 320,000 square feet would be required; about 35.6 square feet for each student on campus out of class, or about 9.65 square feet per enrolled student.

The typical University provides 125 square feet per enrolled student [10] excluding residence space. The provisions assumed here increase this figure by 9.65 square feet, or about 8.4%.

These figures serve only as an example. They have no official approval; they are maybe too high or too low. Further observation of student patterns and detailed analysis of feedback provided by model amenities will yield more accurate criteria for distributing the recommended spaces.

Assumption	Area (net)
a. 4 Outpost centers 4 x 3,000 s.f.	12,000 s.f.
b. 1/3 of the Full Time Fresh-Soph students assigned to Urban Collegiate Units. 8827 x 1/3 x 26 s.f./student space per student derived from proposal to EFL for Implementation Grant, 5/68. Lease space on campus street is excluded.	76,500
c. Lounge Commons space for 20% of total enrollment (minus students in U.C.U. above) 20% (33,000-8827 x 1/3) x 26 s.f./student space for student is average per station for carrel, lounge, eat-study type areas. Studio and rec. space is interchangeable.	156,000
d. Study Commons space for 5% of Upper Division and graduate student enrollment 5% (33,000-12,207) x 21 s.f. /student	21,800
e. Bunk space for 5% of full time students (minus those in U.C.U.) 5% (33,000-8827 x 1/3) x 70% x 50 s.f./student assume full time about 70% of total enrollment	52,500
Total	318,800
Space per on-campus student (2942 — 6000 — 8942)	35.6
Space per enrolled student (33,000)	9.65

Continuing Study

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and
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This report represents a primary attempt to study the urban university campus through a comprehensive view of student patterns rather than from an analysis of academic relationships.

Because the facilities recommended in this report are basically voluntary, non-scheduled, and spontaneous in their use, their required quantities cannot be completely determined. The sociological study conducted in the early phases of this effort was helpful in identifying problems facing the commuter student, but since the responses were given from the framework of familiar context, they could generally not predict types and volumes of new patterns. Use patterns are certain to change with the introduction of new facilities (and vice-versa).

When the facilities recommended herein are provided, careful observation of their use will help to determine criteria for subsequent quantities and design modifications. Related problems will also become obvious through such evaluation, just as this report suggests a study of the Commuting Faculty.

This report illustrates principles of scale and flow appropriate to a vital campus community. The factors which influenced the specific recommendations, however, change continuously. The potential of electronic educational media and the massive requirements of our cities are two of many factors which indicate that change will accelerate. A proportionately increasing effort will be required to insure the vitality of the future urban campus.

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